ARTS EXECUTIVE COMMITTEE

BOOK 8

Feb. 82 - May 84

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EXECUTIVE COMMITTEE
Minutes of Meeting of February 1, 1982
2:00 - 3:20 p.m.

PRESENT: T. H. White (Chairman), D. Barnet, D. Bessai, A. Buse, K. Ivany, C. Gillies, J. Sybesma-Ironside

1. Minutes of November 16, 1981 Meeting
On a motion by Professor Buse, seconded by Ms. Gillies, the Minutes were approved as circulated.

2. Student Request to Change the Area of Specialization on Degree Parchment (ref. item 2, 16/11/81)
The Chairman reported that this item had been deferred at the last meeting. The request has been attended to internally by the Student Program Office.

3. Membership on the Academic Planning Committee (ref. item 5, 16/11/81)
At the last meeting of the Committee, Professor D. Barbour (English) and S. Sharir (Economics) were nominated to serve terms on this Committee. While Professor Barbour has agreed to serve, Professor Sharir has not, because he intends on going on Study Leave in July, 1982. The Executive nominated Professor T. Powrie (Economics) to serve a three-year term. The APC has recommended that Professor S. H. Arnold (Comparative Lit), a present member on the Committee, assume the chairmanship vacated by Professor Hartnagel when he went on Study Leave in January. The Executive agreed to forward his name to Arts Representative Council for approval, along with the nomination of Professor Powrie.

4. Recommendation of the Course and Calendar Change Committee to Disband
The Executive Committee was presented with two recommendations for action from the CCC Committee. The Chairman reported that both the chairs of the Curriculum Committee and the Academic Planning Committee had been consulted on this issue, particularly with respect to the issue of re-structuring the committees' terms of reference. While the Curriculum Committee and the CCC Committee have agreed to a merger in membership, the Academic Planning Committee has asserted its preference to remain a separate standing committee and to reinstate its original terms of reference.

The Course and Calendar Change Committee, in a letter from the Chairwoman dated 8 January 1982, recommended:

1. That the Course and Calendar Change Committee disband and that some members be seconded to the Curriculum Committee to act as a sub committee for the preparation of Calendar material for approval by Arts Council.

2. That the task of the sub committee should mainly be a sorting one for editorial and routine, non-contentious changes to be dealt with at the sub committee level and drafted into a report for the Curriculum Committee. The sub committee would put before the Curriculum Committee issues that would need review before they were incorporated within a report and passed to Arts Faculty Council for approval.

The Chairman explained that the CCC Committee considers the proposed

sub committee would create a more workable situation to resolve issues of jurisdictional dispute and course fragmentation. Also, the sub committee would act in a more expeditious manner in preparing a report for approval by Arts Faculty Council.

It was moved by Professor Sybesma-Ironside, seconded by Ms. Gillies,
TO accept item one of Professor Neuman's letter, and
TO recommend it to Arts Representative Council for approval.

Motion carried

The following response was received from the Curriculum Committee on the recommendations of the CCC Committee:

The Curriculum Committee, at its 14 January meeting, considered the proposal of the Course and Calendar Change Committee to disband itself and to second some members to the Curriculum Committee as a sub committee for the preparation of the Calendar material for approval by Arts Faculty Council.

The Curriculum Committee recommends, as a transitional measure, three members from the Course and Calendar Change Committee should constitute the proposed sub committee to provide continuity and to assist the larger committee in working out suitable guidelines to handle the additional task of scrutinizing course and calendar changes for approval by Arts Faculty Council. Accordingly, a motion has been passed by our committee to increase its membership by three members from the Course and Calendar Change Committee.

The Executive Committee recommended the proposed increase in membership by three members (and subsequently three student members, because they have parity on the committee) not be permanent. They suggested this may create a cumbersome and unwieldy committee for the nature of its activities. It was suggested that the three new members serve for a one-year interim period only (to April, 1983) and after this period, the membership on the Curriculum Committee should return to eight faculty and eight students. Accordingly, it was moved by Professor Buse, seconded by Professor Sybesma-Ironside,

THAT the Executive Committee recommend to Arts Representative Council that it approve the recommendation of the Curriculum Committee and that the transitional period for the proposed increase of three members should be only for one year, i.e., April, 1983.

Motion carried

The Executive nominated Professor J. Foster (History), Professor P. L. Knight (Romance Languages) and Mr. R. J. Middleditch (Student Program Office) to continue in their capacity as past members of the CCC Committee on the Curriculum Committee for this transitional period.

5. Review of Issues Raised by the Ad Hoc Committee Report on the Annual Report Form (ref. item 8, AFC, 15/5/79; item 5, ARC, 22/4/80)

The Chairman reported that, in 1978, an ad hoc committee studied and made recommendations to Arts Council on the format of the annual report form. Upon the recommendations contained in this report, Council, in May 1979 (and again in April 1980) voted to make changes to the layout and wording of the annual report form.

The ad hoc committee also offered the following observations in the preamble to its report:

> In its deliberations the committee found it difficult to keep entirely within the bounds of its terms of reference. Several problems of a general nature kept cropping up, as well as some more practical considerations. Among these were:
>
> 1) The relationship between reporting quantity (of teaching, research, creative and administrative activity) and reporting evidence of quality.
> 2) The difficulty, under present arrangements, of obtaining hard evidence of the quality of teaching. The committee noted information indicating that some departments are establishing procedures for obtaining hard evidence. Is the evidence to be reported on the annual report form, or to be reported directly to FSPC by chairmen?
> 3) The difficulty of reporting on the actual amount of work done in a supervisory capacity with graduate students. Was the student actively engaged in research during the reporting year? Did the supervisor meet regularly, occasionally or not at all with the student? How does this important responsibility weigh as a part of the faculty member's overall teaching assignment?
> 4) The difficulty of reporting and evaluating cross-disciplinary work.
> 5) The principle of the annual review itself. Notwithstanding the cumulative reviews which occur at specified times during a professor's career, it was suggested to the committee that perhaps more searching reviews ought to take place at possibly three-year intervals, with less emphasis on the annual assessment. Does the yearly assessment encourage generally significant scholarship and the taking of intellectual risks which may produce truly excellent results, or does it foster a narrow specialization and production of scholarly ephemera?
> 6) The problem of distilling, yet adequately transferring information from the annual report form to the FSPC worksheet.

Some or all of these problems were also raised in the comments and observations submitted to or solicited by the committee from chairmen and faculty members.

The Executive Committee of the time considered the first two items worthy of follow-up and a new ad hoc committee composed of Executive members was struck to look at the whole question of teaching evaluation. This study culminated in the formation of a Faculty Committee on Teaching which was struck for an initial three-year period.

Regarding item three, the Chairman commented that FSPC now asks people,

when they are reporting, to indicate whether graduate student supervisers were acting as such or whether they were simply a member of a committee. (They also seek information on whether the committee was active, although they do not receive any specific information on how active the committee was.)

With respect to item five, the Chairman commented that there has been little enthusiasm (inside or outside of the Faculty) generated for three-year review.

The Executive focused its discussion on item six and several questions were raised: How does the information get transformed from the Annual Report form to the FSPC worksheet? Is it in the form of a distillation of the chairman's judgment? Is there any residual material that is contained in the report that does not fit into one of the FSPC worksheet reporting form categories?

The Chairman indicated the mesh between the Annual Report form and the FSPC worksheet was reasonably good. Any residual material is put in an appropriate place and flagged by the staff member's chairman at FSPC meetings according to its magnitude. Any recurring complaints are raised by non-academic staff who are required to type the information twice.

It was agreed that there was a definite advantage to the transposition of the information by the chairman from the Annual Report form to the FSPC worksheet, because it offered the staff member an indication of his/her chairman's assessment of his/her performance over the past year.

It was pointed out that the only real difficulty in the past at FSPC hearings has related to the lack of information on the quality of teaching, which is presently being resolved through the development of departmental reports on teaching assessments. The Executive agreed that while the problems raised in the ad hoc committee's report were worthy of notice, there was no real need to take up any other elements at this time. Further consideration of the report was, therefore, deferred for the time being.

6. Agenda for the February 16, 1982 Meeting of Arts Representative Council

The following agenda was set for the meeting:

1. Approval of the Minutes of the November 17, 1981 Arts Faculty Council meeting.
   Approval of the Minutes of the November 24, 1981 Arts Representative Council meeting.
2. Report of the Executive Committee.
3. Recommendation of the Course and Calendar Change Committee.
4. Other business.

7.1 Committee Memberships

The Executive received the following committee nominations for information.

Film Studies Committee - Two new members have been appointed to the committee by departments participating in the program: Professor R. Hoffpauir (English); and Professor W. Jungkind (Art and Design).

Library Committee – Four new members have been appointed as departmental representatives on the committee:

East Asian Languages & Literatures	Professor J. Lin
History	Professor H. Jones
Political Science	Professor J. Lejnieks
Slavic & East European Studies	Professor P. Rolland

Chairman's Selection Committee: Classics - Professor C. W. Hobart (Sociology) has been elected to serve on this committee. The student member from the department will be Ms. S. Robinson.

Chairman's Selection Committee: East Asian Languages and Literatures - Professors J. A. Creore (Romance Languages) and H. E. Wilson (History) have been elected to serve on this committee. The student member will be Mr. B. Leroy.

GFC Representation - As a result of recent elections, Professors M. Asch (Anthropology), J. C. MacKenzie (Philosophy) and S. Munro (East Asian Languages & Literatures) have been elected to serve on General Faculties Council to June 30, 1984.

7.2 Nominations for Arts Faculty Committee Memberships in 1982-83
The Executive agreed to circulate a letter inviting staff members to indicate their interest in serving on one or more committees next year.

8. Adjournment
On a motion by Professor Bessai, seconded by Ms. Gillies, the meeting adjourned at 3:30 p.m.

Chairman

EXECUTIVE COMMITTEE
Minutes of Meeting of March 15, 1982
2:00 - 3:00 p.m.

PRESENT: T. H. White (Chairman), A. Buse, C. Gillies, K. Ivany, H. Lewis

1. Minutes of February 1, 1982 Meeting
On a motion by Professor Lewis, seconded by Ms. Ivany, the Minutes were approved.

2. The Rutherford Award for Excellence in Undergraduate Teaching
The Chairman announced that General Faculties Council has recently approved the criteria and selection procedure for an annual award, or awards, to be given in recognition of excellent teaching. The nomination procedure provides for up to four faculty members to be nominated from the Faculty of Arts. The deadline for forwarding nominations to the GFC Undergraduate Teaching Awards Committee is Thursday, April 15, 1982.

The Executive Committee prepared the following selection and nomination procedure for approval by Arts Council.

Selection Committee: In order that as many departments as possible be represented by both students and faculty members, the Faculty of Arts Honors Committee will select the Faculty's nominees.

Nominations: Departments are encouraged to solicit nominations from both students and faculty members. These should be considered by the department and a single departmentally-approved nomination forwarded to the Faculty Secretary by Thursday, April 8, 1982. Each nomination should be appropriately and fully documented, including a curriculum vitae.

It was moved by Professor Lewis, seconded by Ms. Ivany, to recommend the above selection and nomination procedure to Arts Representative Council for approval.

Motion carried

The eligibility and adjudication criteria for the award(s) were received as follows by the Executive Committee:

Eligibility: Any full-time continuing member of the academic teaching staff with a minimum of five years teaching experience at The University of Alberta is eligible.

Adjudication criteria: (not necessarily in order of importance)
(1) Exhibits a consistently superior command of the subject matter.
(2) Demonstrates excellent planning and organization in course outlines and objectives, reading and laboratory assignments, handouts, projects, grading schemes, examination and all other material associated with undergraduate courses.
(3) Instills vital interest in and enthusiasm for the subject on the part of students.
(4) Strongly encourages and fosters independent study.

(5) Generates a desire for continued learning.
(6) Strongly encourages students to be critical, to think independently and to solve problems.
(7) Presents the subject matter at an appropriate level of rigour.
(8) Demands that students have a comprehensive, coherent understanding of the subject matter.
(9) Consistently demonstrates a concern for student progress and is available and approachable for out-of-classroom consultation.
(10) Is a valuable resource for both students and colleagues.

3. University of Alberta Research Prizes (ref. item 5, ARC, 16/2/82)

The Chairman announced that the Faculty's Salaries and Promotions Committee had met and forwarded two nominations for the 1982 prize to the central administration. One of the two nominations, Professor L.C. Green (Political Science) was subsequently chosen by the University Research Policy Committee as a recipient of one of the two prizes awarded this year.

On the topic of the number of nominations to be forwarded by a Faculty, the Chairman indicated the Vice-President (Research) has remained unconvinced by any arguments in favor of the size of a Faculty in allowing more than one nomination being presented for consideration. The Dean stated he has reformed his arguments in order to press the issue further, but no further response has been received to date.

The Executive Committee established the following preamble and set of procedures to select future nominees of the prizes (having taken into consideration the experience of FSPC):

> Two prizes for excellence in research and scholarship will be presented for the first time in the Spring of 1982 and annually thereafter. The prizes will be sponsored jointly by the administration and the AASUA. Each laureat will receive a cheque for $2500.00 and will present a general lecture on the subject of his or her research interests on the night of the award presentation. It is hoped to obtain external funding for future prizes.
>
> One of the prizes will reward outstanding work in the general area of the humanities, social sciences, law and the fine arts, an area defined by funding support from the Canada Council and the Social Sciences and Humanities Research Council. The other prize will go to someone whose research contributions have been to the sciences or engineering, that is to an area funded by the Natural Sciences and Engineering Research Council or by the Medical Research Council.
>
> Each Faculty will be invited to nominate a single candidate for one of the prizes. The winners will be selected by a jury of six persons, two of whom will be designated by the University Research Policy Committee, two by the AASUA (in consultation with each other) and two to be selected jointly from outside the University.

The purpose of the prize is to demonstrate the central importance of research and scholarship in the life of the university and to permit the university community to show its pride in and gratitude to the many internationally recognized scholars and scientists on its staff.

The Faculty of Arts nomination will proceed according to the following guidelines:

Selection Committee: Nominations are to be made by departments to the FSPC.

Nominations: Departmental members are free to place nominations with their department, but the department shall forward a single departmentally-approved nomination to the Faculty Secretary by no later than February one. Each nomination should be appropriately and fully documented (e.g., external assessments or testimonials) and should include a curriculum vitae.

It was moved by Professor Buse, seconded by Ms. Gillies, that the recommendations for the selection of nominations for University of Alberta Research Prizes be recommended to Arts Representative Council for approval.

Motion carried

4. Membership on General Faculties Council

It was reported that four members' terms on GFC will expire this June. Departments no longer represented or not presently represented had forwarded the following nominations for an election slate.

Classics	K. Garbrah
Comparative Lit.	U. Margolin
Economics	K. Gupta
Germanic Languages	R. d'Alquen, M. Prokop, R. Whitinger, C. Hale
Music	B. Harris
Romance Languages	C. H. Moore

In addition, the Executive Committee recommended the nominations (subject to their willingness to serve) of:

Art and Design	J. Sybesma-Ironside
Drama	D. Barnet
Political Science	L. Pratt
Psychology	E. Cornell
Slavic & East European Studies	T. Priestly

It was agreed to forward these nominations to Arts Representative Council for the approval of a Faculty-wide ballot. Additional nominations will be sought from the floor of Council.

5. East Asian Studies Committee Structure

The East Asian Studies Committee had requested that its membership structure be altered. Under the present terms, Committee membership is made up of all those full-time members of the Faculty who are teaching at least one course central to the East Asian Studies program. With the creation of

the Department of East Asian Languages and Literatures, there was some concern expressed by members of the EAS Committee that it might be overbalanced by that Department.

As an alternative, it was proposed that membership on the EAS Committee be confined to a maximum of two persons from each department as long as those persons are actively engaged in teaching or research central to the East Asian Studies program. This alternative has been thoroughly discussed by the EAS Committee and accepted by majority vote. The Executive Committee agreed to support the recommendation and to submit it to Arts Representative Council for approval.

6. Arts Representative Council Agenda

The agenda for the March 23 meeting of Arts Representative Council was set as follows:

a. Approval of the agenda.
b. Approval of the Minutes of the February 16 Arts Representative Council meeting.
c. Report of the Executive Committee.
d. GFC Undergraduate Teaching Prize.
e. University of Alberta Research Prizes.
f. Other business.

7. Adjournment

By general consent, the meeting adjourned at 3:00 p.m.

Chairman

EXECUTIVE COMMITTEE
Minutes of Meeting of April 15, 1982
1:30 - 3:10 p.m.

PRESENT: T. H. White (Chairman), D. Barnet, D. Bessai, A. Buse, M. Fletcher (President-elect, Arts Students' Association), K. Ivany, D. Owram, J. Sybesma-Ironside.

1. Agenda
Additional agenda items: 4.1 Departmental Council - Political Science.
5. Faculty of Education Representation on Arts Faculty Council.
External Representation on Faculty Councils.

2. Minutes of March 15, 1982 Meeting
On a motion by Professor Buse, seconded by Ms. Ivany, the Minutes were approved.

3. GFC Awards for Excellence in Undergraduate Teaching (ref. item 2, 15/3/82)
The Executive Committee was informed that the Honors Committee, as a whole, had declined to make the selection of up to four nominations for the above award. A sub committee, composed of Faculty and student members of the Honors Committee, will be making the selection for this year. The Chairman anticipated the Honors Committee would also be making some recommendations on its future role to fulfill this task.

4. Faculty of Arts Departmental Councils
On October 26, 1981, GFC adopted a policy requiring departments to establish councils according to the following specifications: (This was done as a result of recent amendments to the Universities Act to recognize department chairmen, and departmental councils as well.)

1. A Department Council shall consist of
(a) the Department Chairman, who shall be chairman,
(b) the Dean of the Faculty,
(c) all full-time members of the academic staff of the Department,
(d) such other persons as may be appointed thereto by the Faculty Council on the recommendation of the Department Council,
(e) student representation, the exact numbers to be determined by each Departmental Council.

2. Subject to the policies and regulations of the appropriate Faculty Councils, a Department Council is empowered to determine such policy as may come within its purview by delegation of a Faculty Council.

3. A Department Council is empowered to determine policy on internal department matters consistent with Faculty and University policy and providing the Department policy does not contravene the duties and responsibilities of the Chairman as stipulated by the appropriate Dean, the Vice-Presidents, the President, the appropriate Faculty Council, General Faculties Council or the Board of Governors.

4. Meetings of a Department Council shall be held upon the summons of the Chairman or at the written request of a majority of members of the Departmental Council.

Accordingly, departments have been informed of these regulations and have been asked to have their councils fully operational by the Fall and to indicate whom they would like to have as additional members on their councils.

4.1 Department of Political Science
The department has requested the addition to their department council of two non-academic staff members.

On a motion by Professor Buse, seconded by Professor Barnet, it was agreed to recommend to Arts Council approval of two non-academic staff as additional members on the department of Political Science's council.

5. Committee Memberships: 1982-83
Membership on Arts Faculty committees was reviewed in the light of leaves, completion of terms and resignations.

5.1 Executive Committee

Outgoing members	Executive nominations (One to be elected from the Humanities, 1 to be elected from the Fine Arts)
D. R. Owram, History	R. L. Busch, Slavic and EE Studies
J. Sybesma-Ironside, Art and Design	E. Egert, Germanic Languages
	A. Fisher, Music
	U. Trumpener, History

(Back-up nomination: B. Smith, History)

5.2 Committee on Academic Standing

Outgoing member	Executive nomination
J. Lejnieks, Political Science	A. W. Jenkins, Economics

(Back-up nomination: R. Sydie, Sociology)

5.3 Admissions and Matriculation Requirements Committee

Outgoing members	Executive nominations
A. M. Munn, Music	A. D. Fisher, Anthropology
W. D. Pierce, Sociology	R. Chenier, Art and Design

(Back-up nominations: A. Hawkins, Drama; G. Wells, Psychology)

5.4 Canadian Studies Committee
Nominations to the committee are made by the individual departments participating in the program in consultation with the CSC. However, the chairman is nominated by the Executive, upon the recommendation of the Canadian Studies Committee. Professor Kreisel is completing a three-year term. The CSC has nominated Professor G. F. N. Fearn (Sociology), to serve as his replacement, and this was approved on a motion by Professor Sybesma-Ironside, seconded by Ms. Ivany.

5.5 Curriculum Committee

Outgoing members	Executive nominations
C. J. Bullock, English	J. A. Hawkins, Drama
C. R. Wilson, Anthropology	J. Marino, English

(Back-up nominations: R. d'Alquen, Germanic Languages; W. Eastman, Philosophy)

5.6 Rehearing Committee (Faculty Panel)

Outgoing members: Hum. & Fine Arts	Executive nominations (3 to be elected)
F. Bueckert, Drama	N. Bonvalet, Romance Languages
P. Robberecht, Comparative Literature	R. J. Buck, Classics
J. Sybesma-Ironside, Art & Design	B. Tarver, Drama
	N. Yates, Art and Design

(Back-up nominations: T. Peacocke, Drama; B. Harris, Music)

Outgoing members: Social Sciences	Executive nominations (4 to be elected)
D. J. Hall, History	R. Hett, History
B. G. Rule, Psychology	L. Larson, Sociology
B. W. Wilkinson, Economics	K. Norrie, Economics
C. R. Wilson, Anthropology	C. R. Wilson, Anthropology (re-election)

Back-up nomination: E. Howarth, Psychology)

5.7 Tenure Committee (Faculty Panel)

Outgoing members: Hum. & Fine Arts	Executive nominations (3 to be elected)
B. Almon, English	R. F. Anderson, English
S. H. Arnold, Comparative Literature	A. Forbes, Art and Design
J. H. Terfloth, Drama	R. M. Nielsen, Classics
	M. Prokop, Germanic Languages

(Back-up nomination: J. DeFelice, Drama)

Outgoing members: Social Sciences	Executive nominations (3 to be elected)
R. Gruhn, Anthropology	G. Dacks, Political Science
J. A. Lejnieks, Political Science	D. Lubell, Anthropology
D. Owram, History	J. K. Masson, Political Science
	P. Prestwich, History
	V. Salyzyn, Economics

(Back-up nominations: O. Dickason, History; U. Trumpener, History)

5.8 Faculty of Education Representation on Arts Council

On a motion by Professor Buse, seconded by Ms. Ivany, the Executive received and approved the nominations of R. G. Martin (Secondary Education) and J. W. Osborne (Educational Psychology) as the external representatives from the Faculty of Education on Arts Council.

5.9 Arts Faculty Membership on Faculty Councils

5.9.1 Faculty of Education

Professor J. Forrest (English) has declined to serve another term as the Arts external representative on the Education Council. The Executive nominated Professor R. J. Buck (Classics) as the replacement member (subject to his willingness to serve). (Back-up nomination: J. Marino, English)

5.9.2 Faculty of Engineering

Professor S. Drugge (Economics) has agreed to serve another term as the Arts external representative on the Engineering

Council. However, Professor B. Mitchell has declined, and Professor F. D. Clandfield (English) was nominated to serve in her place as a second representative for 1982-83 (subject to his willingness to serve). (Back-up nomination: B. Bentz, Art and Design).

6. April 27 meeting of Arts Representative Council
Upon the recommendation of the Executive, the meeting will be cancelled. Any Executive business requiring action by Council will be carried forward to the May 17 meeting of full Council.

7. Adjournment
By general consent, the meeting adjourned at 3:10 p.m.

Chairman

EXECUTIVE COMMITTEE
Minutes of Meeting of May 4, 1982
9:30 - 11:15 a.m.

PRESENT: T. H. White (Chairman), D. Barnet, D. Bessai, A. Buse, C. Gillies, H. Lewis, D. Owram, J. Sybesma-Ironside.

1. Agenda
One item was added to the agenda: Letter from the department of Political Science regarding procedures for admission to the Faculty of Law.

2. Minutes of April 15, 1982 Meeting
Item 4.1 was excised from the Minutes, until GFC has responded to the request for interpretation from the Executive on student representation on departmental Councils. Therefore, the request from the Music Department will be reconsidered at a later time.

On a motion by Professor Barnet, seconded by Professor Buse, the Minutes, as amended, were approved.

3. Recommendations from the Honors Committee
Over the last year, a sub committee of the Honors Committee has reviewed a wide range of questions that have been raised about the Honors program. Several additional topics will be scrutinized by this same sub committee this Fall. Eight recommendations had been forwarded, with the endorsement of the Honors Committee, for approval by Arts Council. The Executive agreed to review each item individually.

Item one: Calendar Statements
Recommendation: That Calendar descriptions conforming to a standard format and containing specified information be in place for all departments by the 1984-85 Calendar.

a. The information to be included in the Calendar statement is:
   i) recommended first-year courses;
   ii) the minimum/maximum number of courses in the area of specialization;
   iii) specific courses which must be taken to fulfil requirements;
   iv) other recommended courses;
   v) requirements for a minor, if appropriate;
   vi) specific projects required.

b. The suggested model format is attached as Appendix A.
That these Calendar statements be submitted to the Arts Honors Executive Committee with a covering letter detailing any changes which are not strictly editorial by January 1983.

Rationale: Statements on Honors programs, as they now appear, are very diverse. It would be helpful to first readers if there was a more standardized format in terms of clarity, explicitness and completeness. An escape clause would allow exceptions to this format, e.g., Romance Languages has several types of Honors programs.

It was suggested that departments' efforts to conform to the suggested format could become a clumsy and difficult exercise. Some Honors programs specify certain required areas, without specifying course numbers. A variety of options could be offered in one year but not in another. Also,

including complete program descriptions in the Calendar would remarkably increase its size.

The Executive Committee was uncertain if all departments had been given the opportunity to offer their reactions to the intended change and it was recommended they be given the opportunity to offer some feedback to the Honors Committee for further consideration by the Honors Committee before any recommendation is put before Council for approval.

It was moved by Professor Barnet, seconded by Professor Buse,
TO refer item one to departments for their reaction and response, and then to pass these comments back to the Honors Committee for reconsideration.

Motion carried

Item two: Admission
Recommendation: That admission to an Honors program require a minimum GPA of 6.5 on the last five FCE with an average of 7.0 on all courses in the area of concentration.

Rationale: The sub committee has recommended the admission requirement be stricter because students who were admitted to the Honors program with a 6.5 GPA were often considered not to be academically viable and were forced to withdraw from the program in the first year. This would be the Faculty regulation only; departments would still be able to set their own higher standard for admission.

Some Executive members recounted from past observation that students who are shaky in their first year, improve remarkably once they have started to focus on their area of concentration. It was also pointed out that students wanting to take fine arts as an area of specialization would have difficulty meeting the Faculty minimum, because 6 is already considered to be a very good score and many students do not achieve grades in the fine arts area beyond the 6 or 6.5 range.

The mover and seconder agreed to include item two as part of the referral package to departments for comment.

Item three: First Year
Recommendation: That, in the absence of a clear case for retention of a first year Honors program, students not be admitted to Honors programs in the first year.
That an Honors degree be required to include the following courses: one FCE junior English; one FCE Laboratory Science; one FCE Social Science; one FCE language other than English; one FCE either Humanities or Fine Arts.
That students contemplating an Honors program be advised to meet these requirements in the first year.
That departments recommend in the Calendar statements any specific courses to meet these requirements which they wish students contemplating Honors to have taken in the first year.

Rationale: Unless there was a clear case to retain the first year of an Honors program, the sub committee had agreed it would be useful to suggest to prospective students they include the suggested five courses listed. This prescribed first year would also co-ordinate with the proposed first year of the revised B.A. General degree. The sub committee had also been impressed with the immense variation in Honors requirements within the Faculty, and they thought a good case could be made for a prescribed first year which would require a student to acquire some pattern of a generalist understanding of material outside the area of specialization.

During the Executive Committee's discussion, it was mentioned there was no clear argument expressed for abolishing the present first year of the program, although the recommendation had stated that departments must present a clear case to retain the first year of their programs. Students in the department of English have been able to register in the first year of their Honors program regardless of whether they would continue. This was made possible so students would have a sense of identity with the department and was accommodated by allowing students to use departmental facilities and by offering them regular consultation.

Again, the Executive was unsure if this item had received broad consultation within departments, and the mover and seconder agreed to include item three with those items to be referred back to departments.

Item four: Course Load
Recommendation: That the Honors program continue to be recognized as a four-year degree consisting of 20 FCE, normally accomplished by taking five FCE per Winter Session, but that, with departmental approval, a student be allowed to reduce his/her load to three FCE, as long as s/he completes the degree in four years. (Students who foresee requiring more than four years to complete the degree because of continual need to carry a reduced course load will continue to be administered under the flexible program option.)

Rationale: The intent of the recommendation was to recognize the degree as a four-year program of 20 FCE and yet to allow some flexibility by permitting a student to reduce or accelerate a normal course load.

Although this item appeared to be a stand-alone recommendation for consideration, the Executive Committee expressed its preference to keep the whole package of recommendations together for referral to departments. Departments would then have a full report from which to base their response. Therefore, items 4, 5 and 6 would all be included in the referral package. (5. Withdrawal from Program; 6. First-Class Honors)

The Executive Committee concluded its discussion of items one through four by summarizing that the basis for its decision to defer a recommendation to Council was that the items were of a basic and fundamental nature and these matters should be fully reviewed and discussed by departments rather than being dealt with solely by the Honors adviser in departments.

Item seven: Governor-General's Gold Medal
Recommendation: That all students whose cumulative GPA is 8.5, or above, should automatically be considered for the Governor-General's Gold Medal award. Departments are invited to submit supporting documentation.
That a department may nominate a student whose cumulative GPA is less than 8.5.
That a sub committee of the Honors Committee be struck to assess candidates

for the award on the basis of cumulative GPA, content of program, and such other factors as they may deem advisable, and to put forward to the full Honors Committee a recommendation for the recipient of the award.

Presently the medal is awarded to the graduating student from an Honors program who has shown the highest academic distinction. No minimum GPA has been set for consideration (beyond the 8.2 guideline used for awarding Honors prizes). Departments have been left free to nominate whomever they considered has achieved the highest academic standing.

According to the proposal, the number of students eligible, on an automatic basis, would be pooled and the selection would be made by a special sub committee of the Honors Committee.

Rationale: This method of selecting the medal winner was declared to be more expeditious for a variety of reasons, including the amount of time spent haggling over students' GPAs to the second or third decimal point.

However, some Executive Committee members pointed out it would be conceivable that someone who did not have the highest GPA could be selected as the winner, and there should be an appeal mechanism built into the criteria for arriving at the winner. What was being offered as a solution could become a larger problem for the committee.

Some Executive Committee members interpreted the word "scholarship" to mean more than grades. In the case of several students having close GPAs, there should be some special consideration given to letters of recommendation, rigor of the students' course loads, etc.

It was moved by Professor Owram, seconded by Professor Sybesma-Ironside,
TO support the recommendation with the elimination of the statement "That a department may nominate a student whose cumulative GPA is less than 8.5."

It was pointed out that approval of the motion could mean one year there would be no winner of the medal, and one member suggested, presumably, there are those configurations of numbers where two students may have a GPA of 8.6 and a third student a GPA of 8.42. The decimal point difference is not that significant and could be washed out by other considerations. In this situation the 8.5 GPA cutoff appeared too arbitrary.

The motion was put and defeated.

It was moved by Professor Bessai, seconded by Professor Lewis,
THAT the recipient of the Governor-General's Gold Medal be determined according to the original recommendation of the Honors Committee and that this recommendation be forwarded to Arts Council for approval.

Motion carried

Item eight: Arts Faculty Honors Prizes
Recommendation: That supplementary Arts Faculty Honors Prizes be abolished.

The present regulation stipulates that honors prizes are to be awarded to each graduating student in the Honors program whose GPA on the total four-

year program (being 8.0 or above) is within one decimal point of the GPA of the winner of the Governor-General's Gold Medal.

Rationale: The task is time consuming; awarding several medals dilutes the notion of a prize. Departments would remain free to award their own prizes. There is often extra pressure and conflict brought about between students competing for prizes during their senior years of study.

To the contrary of the sub committee's opinion, the Executive did not support this rationale and chose to endorse the status quo. Accordingly it was moved by Professor Owram, seconded by Professor Lewis,

TO endorse the status quo about the awarding of Honors prizes, and to forward a recommendation to Arts Council not to support the recommendation of the Honors Committee.

Motion carried

The mover offered his opinion that it is, indeed, useful to give other strong academic scholars, who have shown excellent work over four years, some recognition. Also, the Faculty of Arts is very large, and to eliminate the number of awards given to just one would be too severe.

4. Committee Memberships (ref. item 5, 4/15/82)

4.1 Committee on Academic Standing

Two additional replacements were required for the Committee next year: Professor M. Roeder (Music) has received a McCalla Professorship; Professor Egert (Germanic Languages) has resigned from his tenure as Chairman. Professor R. Sydie (Sociology) and Professor C. Hale (Germanic Languages) were nominated to serve as replacement members. (Back-up nomination: R. Nielsen (Classics).)

4.2 Executive Committee

Additional nominations have been received for the slate that will be presented to Council for approval of a Faculty-wide ballot:

E. D. Blodgett	Comparative Literature
M. Van de Pitte	Philosophy
J. R. Wilson	Classics

5. External Representation on Faculty Councils (ref. item 5.9, 4/15/82)

On a motion by Professor Sybesma-Ironside, seconded by Professor Lewis, the following nominations for external representatives to Faculty Councils were recommended for approval by Arts Council:

Business Administration and Commerce	V. Salyzyn (Economics)
Home Economics	W. McVey (Sociology)
Faculté Saint Jean	O. Dickason (History)
	M. Legris (English)

6. External Representation on Arts Faculty Council (ref. item 5.8, 4/15/82)

On a motion by Professor Buse, seconded by Professor Lewis, the following external representatives to Arts Faculty Council were approved on behalf of Council:

Business Administration and Commerce	R. Beck (Marketing & Economic Analysis)
St. Joseph's College	A. de Valk

7. Admission Procedures: Faculty of Law

The department of Political Science had forwarded a resolution with a request to have it placed on an early agenda for Arts Faculty Council.

> "Resolved: that teaching members of the Faculty of Arts will refuse to write letters of recommendation on behalf of applicants for the University of Alberta Faculty of Law as long as that Faculty judges students on the basis of raw GPA rather than deviation from average grades in courses."

In her covering letter, the Chairman had remarked "that the request from the department arose from the fact that many feel that students 'shop around' to find courses where the grades are notoriously high in order to keep their GPAs high. One cannot blame the student, for the Law Faculty does put 2/3 weight on the GPA; ... "

While Executive members were sympathetic to the intent of the resolution, they agreed those who would suffer the most would be the students. A better route to choose may be to continue consultation between Faculties to develop another method of judging students for admission to professional programs. The Executive was not sure if other professional Faculties considered the GPA in relation to the class median as a factor of assessment for the other one-third element, and agreed it would be unproductive to put 100 percent of the attention for entrance on a student's GPA alone.

The problem in general appeared to extend beyond the confines of the Arts Faculty and the Executive took the position it would be dealt with better at the GFC level where some universal study and action could take place on the procedures for admission to any professional Faculty. Accordingly, it was moved by Professor Lewis, seconded by Professor Owram,

> TO support the general intent of the concern raised by the department of Political Science; to recommend that Arts Council refer the question of preliminary academic work before entering professional Faculties to GFC for study; to suggest to GFC it recommend to professional Faculties there be a broader mix of factors used to determine entrance; and to express the concern of the Faculty of Arts that too much attention is being placed on a student's GPA when consideration is given for admission to professional Faculties.

Motion carried

The Executive had acknowledged the importance of a student's GPA in relation to the class median, but agreed not to put too much weight on this in their recommendation, because it may raise other difficulties regarding grading differences, levels of courses evaluated, calibre of students, etc.

8. Agenda for May 17 Arts Faculty Council meeting

The agenda for the meeting was set as follows:

a. approval of the agenda.
b. approval of the March 23 Minutes of Arts Representative Council.
c. report of the Executive Committee (excluding item 7 above).

d. consideration of spring graduands.
e. report of the Curriculum Committee on course and Calendar changes.
f. recommendations from the Honors Committee.
g. other business.

9. Salute to Outgoing Executive Members
At this their last meeting, Professors Sybesma-Ironside and Owram, and Ms. Gillies were thanked for their interest and participation on the Executive Committee. (Ms. Ivany was thanked in absentia.)

10. Adjournment
By general consent, the meeting adjourned at 11:15 a.m.

Chairman

EXECUTIVE COMMITTEE
Minutes of August 19, 1982 Meeting
9:30 - 11:00 a.m.

PRESENT: T. H. White (Chairman), D. Barnet, D. Bessai, E. D. Blodgett, A. Buse, H. Lewis.

The Chairman welcomed two new members to the Committee: Professor Blodgett and Professor Trumpener (who was unable to attend the meeting).

1. Agenda
The agenda, as circulated, was agreed upon.

2. Minutes of May 4, 1982 Meeting
On a motion by Professor Buse, seconded by Professor Lewis, the Minutes were adopted.

3. Revisions to the List of Spring Graduands (ref. item 4, AFC, 17/5/82)
The Executive Committee approved, on behalf of Council, the following revisions to the list of Spring Graduands, on a motion by Professor Buse, seconded by Professor Barnet.

Late additions:	Nancy Evelyn Collinge	B.A. (Special) After a B.Sc.
	Uchendu Onokala	Certificate of Equivalence
	Jane Anne Ross	B.F.A. (Art and Design)
	Marianne Jo Tautchin	B.A. (Special)

Correction to List: Delete Elizabeth May Jenkins B.A. (General)
Add Mary Jane Jenkins B.A. (General)

Change in Degree Designation: Grant Lyle Maxwell With Distinction B. Mus.

4. Business Arising

4.1 Departmental Councils (ref. item 4, 15/4/82)
At the request of this Committee, GFC was asked to elaborate on the kind of student membership on departmental Councils and this has been stipulated as follows: "student representation (undergraduate and graduate, where appropriate), the exact numbers to be determined by the Faculty Council on recommendation from the appropriate Department Council." (e) of the standard model.) Other statutory members on department councils are a) the department chairman, b) the Dean of the Faculty, c) all full-time members of the academic staff of the department, and d) such other persons as may be appointed thereto by the Faculty Council on the recommendation of the Department Council.

Pursuant to d) and e) the following departments have requested Council's approval for variations to the suggested department council model:

Comparative Literature
d) any visiting professor; any Post Doctoral-Fellow,
e) five graduate students; one undergraduate student.

East Asian Languages and Literatures
d) all sessional, visitor and language assistant (not GTAs) appointments,
e) two student representatives. (Requirements: major concentration should be in department; one student should be in the Chinese area and one in the Japanese area; students must have already taken a minimum of one year in the program.)

Germanic Languages

d) one elected member of the sessional lecturers,
e) one elected representative of the graduate students and one elected representative of the undergraduate students.

Music

d) the Killam Post Doctoral Scholar; any half-time tenured assistant professor; and all full-time sessional staff,
e) the President of the Music Students' Association (undergraduate) and all full-time graduate teaching assistants.

Romance Languages

d) the joint appointment with Faculté Saint-Jean; any half-time continuing appointment; all full-time sessionals,
e) parity with continuing staff. (Graduate, Honors and B.A. (Special and General) students may nominate up to one-third of parity. Graduat students have, in addition, the right to fill any positions not claime by undergraduates.)

It was moved by Professor Bessai, seconded by Professor Barnet, TO recommend these variations from the standard model for departmental councils to Arts Council for approval.

Motion carried

4.2 Report of the Honors Committee on Rules and Regulations Governing the Honors Program (ref. item 3, 4/5/82)

The Chairman reported that all but three departments had reacted to the changes proposed to the Honors Program by the Honors Committee. On a motion by Professor Blodgett, seconded by Professor Buse, the Executive Committee agreed to refer the information received from departments back to the Honors Committee.

4.3 Faculty of Law Admission Procedures (ref. item 7, 4/5/82)

A request from the Political Science Department for staff members not to write letters of recommendation on behalf of students applying to the Faculty of Law had been discussed at the last meeting of the Committee. Subsequently, the Chairman had spoken to the Dean of the Law Faculty about its admission procedures and the weight that is put on students' GPAs when considering them for admission.

The reaction from the Law Faculty was negative. The Dean of Law did not consider it proper for other faculties to suggest standards used for admitting students into the faculty. The Dean of Law had also stated it would be a frivolous action not to write letters of recommendation, since the Faculty of Law would continue to use them for reference. All Arts students would, therefore, be eliminated for consideration. The Chairman was sympathetic to these statements, since the Faculty of Arts would probably react itself in a similar fashion, if other faculties were to make suggestions about admissions procedures to this Faculty. It was also pointed out during the Executive's discussion that this route would be unenforceable, since staff members would most likely continue to write letters on behalf of students.

The Chairman suggested the Executive Committee reword its recommendation made at the May meeting to suggest to Council the concern raised by the Political Science Department be taken up for consideration at the GFC level in the context of a university-wide concern that too much weight is being placed on the GPA for admission to quota faculties.

The Chairman expressed his opinion that the Faculty should act in a responsible manner, one in which it would itself would be prepared to accept recommendations from GFC on certain matters. He stated the Faculty of Arts position on issues of this sort has historically been one of as much autonomy as possible. It was suggested that any faculty representative on GFC could raise this concern on the floor of GFC or could write to one of the standing GFC committees, shifting the emphasis for action away from this Faculty.

The Executive Committee agreed that such an inquiry could have negative effects on the Faculty and the Faculty could be placed in an embarrassing position if questions were asked about the admission requirements for senior and graduate-level courses in Arts. The Executive also viewed the notion of refusing to write letters of recommendation as an action against students, not an action on their behalf. The Executive recommended it may be more prudent for the Political Science Department to reconsider the intent of their motion and to look at alternative methods of dealing with their concern. Accordingly, it was moved by Professor Blodgett, seconded by Professor Barnet,

> THAT the Executive Committee has considered the matter, and as a result of its deliberations, the Dean is instructed to communicate with the department of Political Science suggesting some alternate courses of action.

Motion carried

5. Council/Committee Memberships 1982-83

5.1 Arts Faculty Committee Memberships

The Executive Committee received a list of committee memberships for 1982-83 and agreed to present them to Arts Council for approval, on a motion by Professor Bessai, seconded by Professor Barnet.

5.2 Departmental Representation on Arts Council

The Executive Committee received a list of nominations from departments for representation on Arts Council next year (a copy of which is attached to the official Minutes only) and agreed to forward them to Arts Council for approval on a motion by Professor Buse, seconded by Professor Blodgett.

5.3 External Representation on Arts Faculty Council

Acting on authority delegated to the Committee by Council, the Executive approved the following external nominations from various faculties, on a motion by Professor Lewis.

Engineering	D. R. Budney	Mechanical Engineering
Home Economics	P. Fieldhouse	Food and Nutrition
Faculté Saint-Jean	P. Dubé	
Physical Education	A. Hall	Physical Education
Science	D. D. Beatty	Associate Dean
	B. L. Derwing	Linguistics
	R. G. Sinclair	Mathematics

Ex-officio members will continue to be: President Horowitz; the Registrar, Dr. Blanchard; and Ms. B. J. Busch, Head, Humanities and Social Sciences Library.

5.4 Faculty of Arts External Representation on Faculty of Science Council

Serving as external representatives from the Faculty of Arts on this Counc last year were Assistant Dean Jendyk and Professor C. Schweger (Anthropolog Professor Schweger will be on Study Leave this year and will, therefore, be unavailable to serve again on the Science Council. The Executive Committee nominated Assistant Dean Jendyk and Professor L. Fedigan (Anthropology) to serve in 1982-83 (subject to Professor Fedigan's availability to serve -- back-up nomination is Professor O. Beattie (Anthropology).)

5.5 Tenure Committee: Faculty Panel (ref. item 5.7, 15/4/82)

It had not been possible to produce a full slate of nominations following the April 15 meeting of the Committee. The Executive, therefore, made the following additional nominations (marked*) for two-year terms. Additional nominations will be sought from the floor of Council.

Fine Arts/Humanities		Social Sciences	
R. F. Anderson	English	*J. W. Gartrell	Sociology
*B. Harris	Music	D. Lubell	Anthropology
R. M. Nielsen	Classics	J. K. Masson	Political Scie
*G. Perks	Drama	P. Prestwich	History
M. Prokop	Germanic Languages	V. Salyzyn	Economics

(Back-up nominations: P. Schouls (Philosophy) and E. Lechelt (Psycholog

6. Report of the McCalla Research Committee

(The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.)

The Executive Committee received a report from the McCalla Research Committee covering its activities last year and agreed to include it as part of their regular report to Council on a motion by Professor Blodgett, seconded by Professor Bessai.

7. Plagiarism and Academic Cheating

GFC procedures provide for the following penalties for academic cheating and plagiarism:

(a) reprimand;
(b) additional work;
(c) discounting the work for the purpose of course or program credit;
(d) grade reduction on either the course or the assignment to
i) lower pass level, ii) conditional pass level, iii) failure level;
(e) expulsion;
(f) suspension; and
(g) academic probation.

The Chairman stated there has occurred an increasing number of cases of academic cheating by students ranging from similarisms to direct plagiarism. The range of methods of dealing with these instances is diverse within the Faculty. The Chairman expressed his desire to standardize the penalties imposed to ensure equitable treatment for all students.

In his conversations with some of these students, the Chairman had observed that a number of students knew what they were doing, while a number were not fully aware of what is involved in utilizing other pieces of work, how to cite references, indent quotes, etc. The Chairman suggested students may not be given enough background in high school on preparing academic papers, and he thought students should receive an orientation handout that deals with this issue in an informational way. By giving students explicit examples, they would be forewarned of what constitutes plagiarism and academic cheating and the penalties that would be meted out.

The Executive Committee agreed an ad hoc group should be struck to review the range of penalties that can be imposed, to recommend the best method of communicating with students on this issue, and to prepare some information for instructors on the various gradations of cheating and the appropriate penalties.

It was suggested the Committee work in conjunction with the Academic and Program Advising Committee. Also, because the problems are more serious at the graduate level, the Faculty of Graduate Studies should be consulted and informed on what is being done.

The following nominations were suggested:

S. Stambaugh	English
B. Mitchell	English
L. Penrod	Romance Languages
D. Lubell	Anthropology
L. Craig	Political Science
A. Forbes	Art and Design

During the Executive Committee's discussion, it was suggested that matters of plagiarism and academic cheating could be raised at department council meetings for support and action. Departmental standards could be established to deal with cases of plagiarism and academic cheating with the provision of appeal at the Faculty level. Also, it may be worthwhile to review the standards applied by other faculties.

8. Report of the Committee for Advice and Information on Film Studies

The Committee's report was deferred for consideration pending a report from the Curriculum Committee. (The Academic Planning Committee has reviewed the report and recommends it to Arts Faculty Council for approval.)

9. Agenda for the August 31, 1982 Meeting of Arts Faculty Council

The following agenda was set for the August Council meeting.

a) Approval of the agenda.
b) Approval of the Minutes of the May 17, 1982 Council Meeting.
c) Report of the Executive Committee
d) Report of the Curriculum Committee
e) Other business.

10. Adjournment

On a motion by Professor Bessai, seconded by Professor Buse, the meeting adjourned at 11:00 a.m.

Chairman

DEPARTMENTAL REPRESENTATION ON ARTS REPRESENTATIVE COUNCIL: 1982-83

Department/eligible # of members	Primary Member(s)	Alternate(s)
Anthropology (2)	C. G. Hickey L. Fedigan	H. Barclay
Art and Design (2)	J. Egler J. Freeman	
Classics (1)	K. A. Garbrah	
Comparative Literature (1)	M. V. Dimic	U. Margolin
Drama (2)	Pending	
East Asian Lang's & Lit's (1)	S. Arntzen	K. Ohta
Economics (3)	B. Dahlby S. Drugge S. Wilson	
English (4)	B. Almon P. D. Clements M. R. Legris J. G. Marino	R. Hoffpauir S. E. Stambaugh R. F. Anderson S. Bagchee
Germanic Languages (1)	E. Egert	R. Whitinger
History (3)	D. J. Hall R. R. Hett P. E. Prestwich	B. M. Smith
Music (2)	W. Berg G. Krapf	F. Pier
Philosophy (2)	R. N. Bosley P. A. Schouls	J. King-Farlow
Political Science (2)	L. Craig/M. Mote E. P. Murray	
Psychology (2)	Pending	
Religious Studies (1)	E. Waugh	
Romance Langugages (3)	C. Moore B. Rochet R. Young	L. Penrod
Slav. & East Euro. Studies (1)	P. A. Rolland	K. T. Holden
Sociology (3)	S. Abu-Laban G. Fearn R. Sydie	L. Hayduk

(Student representation will be presented at the October, 1982 meeting)

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1982 REPORT OF THE MCCALLA RESEARCH COMMITTEE (ARTS)

The deadline for receipt of applications for McCalla Research Professorships (Arts) was March 15; on March 25 the Committee met to assess each application.

The procedure adopted was as follows: the chairman sent all applications to each member and asked him/her to rank (in descending order of merit) the applications according to criteria provided by Faculty Council. The "ranked" lists were forwarded to the chairman who collated the results; this procedure allowed the Committee, at its first meeting, to isolate quickly "clearly impressive" and "less impressive" applications. After this had been done, the Committee was left with seven outstanding applications, from which they were to choose four. After diligent discussion, the Committee selected four applicants for McCalla Professorships:

Professor K. L. Gupta, Economics
Professor Richard Harrison, English
Professor Walter Jule, Art & Design
Professor Michael Roeder, Music

The Committee met again on May 18 to review procedures. At the request of many who sought advice and in the interest of better applications, the Committee makes the following suggestions and comments:

1. Applicants should recognize the deadline date as an absolute deadline. It is expected that the application will be complete - will contain all pertinent information, including curriculum vitae and all letters of assessment. This year forms were distributed on December 1; the deadline was March 15. Quite a number of applications, however, were received with important information missing.

2. Even in the case of completed applications, the material may be ambiguous or unclear on some matters. To assist us in making informed decisions the Committee will reserve a longer period between receipt of applications by the Faculty Office and final assessment of them. This will give the Committee time to seek any additional supporting evidence or advice that seems necessary. The Committee also reserves the right to interview the applicants or to seek independent assessments.

3. Applicants should keep in mind the fact that the Committee (as are most committees, including those of SSHRCC) is composed of six people with diverse areas of expertise and education. The research proposal should therefore contain, perhaps in addition to a more-detailed description for the expert assessor,

. . . /2

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an abstract written in a manner and style understandable by all. The Committee feels that the abstract should not be more than two pages long; succinctness need not preclude comprehensiveness or clarity. Additional information and supporting material may be included, but should not impinge on the basic description itself.

4. The letters from outside assessors should be, in the Committee's opinion, letters of assessment, not letters of personal reference. The assessors should be asked to assess the importance, originality and viability of the proposed research or creative activity, as well as commenting on the applicant's ability to carry out the work.

5. An applicant should not assume that the Committee is aware of his or her scholarly reputation: the curriculum vitae is important and should emphasize the scholarly career. Scholarly work should be clearly defined: categories listing books, articles, reviews, etc. are helpful (all work lumped together can prove confusing). In the case of creative work, it is helpful to know whether, in exhibitions and performances, the work was merely part of a larger exhibition or constituted the whole show, performance or exhibition.

6. The Committee would like to make it clear that applications need not be restricted to proposals which deal with research; creative activity is also supported and encouraged by the McCalla awards. We recognize that it is perhaps more difficult to assess the latter, especially in the cases of performing artists, but the Committee is especially concerned about the small number of applications from the Fine Arts and wishes to encourage more.

The Committee would be pleased to receive further helpful suggestions from any member of the Faculty.

Respectfully submitted,

M. Forsyth
G. Moyles (Chairman)
L. Osborne
T. Powrie
M. Ross
B. Rule
J. Wilson

EXECUTIVE COMMITTEE
Minutes of Meeting of September 22, 1982
10:30 - 11:15 a.m.

PRESENT: T. H. White (Chairman), D. Barnet, E. D. Blodgett, A. Buse, M. Fletcher, H. Lewis, U. Trumpener.

The Chairman welcomed the new student member to the Committee, Mr. Mark Fletcher.

1. Agenda
On a motion by Professor Barnet, seconded by Professor Buse, the agenda was approved.

2. Minutes of August 19, 1982 Meeting
On a motion by Professor Buse, seconded by Professor Barnet, the Minutes were approved.

3. Departmental Councils (ref. item 4.1., 19/8/82)
Statements from departments regarding variations to the standard model for departmental councils (viz., parts (d) and (e)) were reported pending from: Anthropology, Classics, Drama, Economics, English, Philosophy, Psychology, Religious Studies and Sociology.

Consideration of requests from the departments of Art and Design, History, Music, and Slavic and East European Studies were deferred to the next meeting.

4. Faculty of Law Admission Procedures (ref. item 4.3, 19/8/82)
The Chairman reminded the Executive of the Political Science Department's recommendation for a system which would be more efficient than the GPA for granting admission to the Law Faculty. He reported his recommendation to the Chairman of Political Science that the department readdress the larger question of admission to quota faculties, and to submit their concern to the GFC Executive Committee for referral to a GFC standing committee. To date, no further reaction has been received from the department of Political Science.

5. Council/Committee Memberships

5.1 Departmental Representation on Arts Representative Council: Political Science
On a motion by Professor Blodgett, seconded by Professor Trumpener, the Executive Committee approved the replacement of Professor F. G. Hulmes for Professor E. P. Murray as one of the two representatives from the Political Science Department on Arts Representative Council for 1982-83.

5.2 Committee on Teaching
Professor L. Osborne (Art and Design) has resigned from the Committee after serving two years. The following nominations were made (in order of priority) to present a slate of two nominations to Council for approval of a Faculty-wide ballot. Additional nominations will be sought from the floor of Council.

Professor D. Haynes	Art and Design
Professor M. Forsyth	Music
Professor J. Dix-Hart	Drama
Professor B. Bentz	Art and Design

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6. Report of the Committee for Advice and Information on Film Studies
Consideration of the details of the report was deferred to the next meeting. The report from the Curriculum Committee is not available at this time.

In response to a question on the apparent overlap of consideration of the report by the Academic Planning Committee and the Curriculum Committee, the Chairman responded this has become a perennial problem between the two committees, and there will be a planning exercise conducted to further clarify the existing roles of the committees, and to work through some scenarios to see how various things would be dealt with by each of the Curriculum and Academic Planning Committees.

Regarding the question of consultation with departments, the Chairman stated the Academic Planning Committee had not undertaken any formal consultation with departments. To his knowledge, informal consultation was still ongoing between various members of Professor Arnold's committee and interested departments.

The Chairman offered some remarks about the funding of new programs. Initially, once a new program has been approved for implementation by the Provincial Government, a certain budget amount is earmarked and built into the Faculty's base budget for allocation. The Faculty's position for any new programs is the Faculty will not retard the proper operations of existing departments in order to fund new programs. Once a new unit is built into the Faculty, it does not become a liability for other departments, because additional funds are available to fund a new operation on an ongoing basis. The amount of the earmarked funding is never removed from the budget allocation from central administration.

7. Selection Committee: Chairman of Religious Studies
The governing legislation stipulates that "for departments that have fewer than six full-time continuing staff members, two of the three representatives of the department on Chairmen's Selection Committees will be replaced by two members elected by the faculty concerned." (GFC, 25/6/79)

Accordingly, the following nominations were suggested to present to Council for approval to conduct a Faculty-wide ballot. Additional nominations will be sought from the floor of Council.

Professor A. Purdy	Romance Languages
Professor D. Young	Anthropology
Professor A. Small	Classics
Professor H. Wilson	History

8. Agenda for the September 28, 1982 Meeting of Arts Representative Council
Because of the lack of a complete business agenda, the Executive Committee agreed to cancel the scheduled September Council meeting, on a motion by Professor Blodgett, seconded by Professor Lewis.

9. Adjournment
By general consent, the meeting adjourned at 11:15 a.m.

Chairman

EXECUTIVE COMMITTEE
Minutes of October 14/20, 1982 Meetings
11:00 - 12:40 p.m. 8:30 - 9:45 a.m.

PRESENT: October 14, 1982: T. H. White (Chairman), D. Barnet, D. Bessai, A. Buse, M. Fletcher, U. Trumpener.

October 20, 1982: T. H. White (Chairman), D. Barnet, D. Bessai, E. D. Blodgett, A. Buse, H. T. Lewis, U. Trumpener.

1. Agenda
Item 7. Variable Weight Courses, was deferred. The Executive Committee will now wait for a response or recommendation from the Curriculum Committee.

2. Minutes of September 22, 1982
On a motion by Professor Trumpener, seconded by Professor Buse, the Minutes were approved.
Business Arising
2.1 Committee on Teaching
Only one of the four nominations made at the last meeting is willing to stand for election. Subsequently, the Executive nominated Professor G. Perks (Drama); if she is unavailable to stand for election along with Professor M. Forsyth (Music), the single nomination of Professor Forsyth will go forward to Council for approval. (This would mean there would be no election.)

3. Departmental Councils (ref. item 3, 22/09/82)
In accordance with a request from central administration to have internal councils for all departments established by the Fall (following a standard model format) and to have variations to the model approved by the appropriate Faculty Council, the Executive agreed to forward the following requests to Arts Council for approval, on a motion by Professor Lewis, seconded by Professor Barnet.

Art and Design
(e) one undergraduate and one alternate, and one graduate and one alternate student.

Drama
(d) all full-time sessional academic staff; any University Professor teaching in the department; the Drama Adviser in the department of Secondary Education.

(e) elected student representatives consisting of two graduates and three undergraduates.

Economics
(d) any staff member holding a joint appointment, any half-time continuing appointment, any visiting professor, any full-time sessional lecturer (at least two courses per term) and any post-doctoral fellow.

(e) student representation to be up to one-third of the number of full-time members of the academic staff. The number of students is to be apportioned among undergraduates and graduates in the ratio of two to one.

History
(e) two graduate and two undergraduate student representatives.

Music

(e) one undergraduate and one graduate student to be elected by the Music Students' Association.

Slavic and East European Studies

(d) Secondments to the department. (It is understood that these staff members would vote in their home department on University/ Faculty matters. They would vote on matters affecting their immediate role in this department only.)

4. Council/Committee Memberships

On a motion by Professor Trumpener, seconded by Professor Bessai, the Executive Committee received the following nominations, and agreed to forward them to Council for approval.

4.1 Arts Representative Council: Representation from Political Science

The department has nominated Professor F. G. Hulmes to replace Professor E. P. Murray as one of the two representatives from this department.

4.2 Canadian Studies Committee

The department of Anthropology has nominated Professor A. Fisher to serve a three-year term on this Committee. Professor G. Lowe will serve dual representation on this Committee as the member from the Sociology Department and the representative from the Curriculum Committee.

4.3 Film Studies

The Philosophy Department has appointed Professor R. A. Shiner to serve a three-year term on this Committee.

4.4 Honors Committee

The Sociology Department has nominated Professor M. Gillespie to serve as the alternate member on the Honors Committee in 1982-83.

4.5 Student Membership on Council/Committees

4.5.1	Arts Representative Council	Ms. Y. Gomyo	East Asian Lang. & Lit's
		Ms. C. Kuzyk	Psychology
		Ms. T. Warenycia	Slav. & East Euro. Studies
		Mr. M. Fletcher,	President, Arts Students' Assoc. (ex officio)
4.5.2	Executive Committee	Mr. M. Fletcher	
4.5.3	Academic Planning Committee	No nominations	
4.5.4	Academic Standing Committee	Ms. L. Carbert	
4.5.5	Admissions & Matriculation Requirements Committee	No nominations	
4.5.6	Canadian Studies Committee	Pending	
4.5.7	Academic & Program Advising Committee	Ms. L. Carbert	
4.5.8	Curriculum Committee	Ms. L. Carbert	

4.5.9	East Asian Studies Committee	Ms. Y. Gomyo Mr. K. Johnson Ms. M. Olson Ms. H. Williams	
4.5.10	Film Studies Committee	Pending	
4.5.11	Honors Committee	Primary Member	Alternate Member
	Anthropology	Mr. J. Minion	Mr. M. Godfrey
	Art & Design	Ms. M. E. Smith	Ms. M. A. Zyp
	Classics	Ms. A. Keith	Mr. C. Cooper
	Comparative Literature		
	Drama		
	East Asian Lang's & Lit's		
	Economics	Ms. K. Way	Mr. H. Campbell
	English	Ms. J. Fisher	Ms. J. Belcher
	Geography	No nomination	
	Germanic Languages	Mr. S. Maksymiuk	Mr. K. Brown
	History	Ms. A.M. Drummond	Ms. K. Pearson
	Linguistics	Ms. G. Haynes	Ms. R. Quapp
	Mathematics	No nomination	
	Music	Ms. S. McClellan	
	Philosophy	Mr. J. Fink	Mr. M. Kraus/ Mr. H. Ludwig
	Political Science	Ms. M. Zarrehparvar	Ms. L. Brown
	Psychology		
	Religious Studies		
	Romance Languages		
	Slavic & East Euro. Studies	Ms. D. M. Charuk	
	Sociology	Ms. D. Bonora	Ms. S. Rosiechuk
4.5.12	Library Committee	No nominations	
4.5.13	Committee on Teaching	No nominations	

4.6 Membership from Faculté Saint-Jean on the Film Studies Committee

Faculté Saint-Jean has requested membership on the Faculty's standing committee on Film in order that it may participate in the program in the future. On a motion by Professor Lewis, seconded by Mr. Fletcher, the Executive Committee approved this request. Faculté Saint-Jean will be asked to forward a nomination immediately.

5. Report of the Committee for Advice and Information on Film Studies (CFAIFS)

To provide a focus for the Committee's discussion, the Chairman remarked this Committee's role, in the larger sense, was to prepare matters in a thorough manner for consideration by Council. The Committee also attempts to anticipate the kinds of information Arts Council would need to make an effective decision, which is provided as well.

With respect to the film studies report, the Academic Planning Committee has made available its recommendation (made last May); however, no report is available still from the Curriculum Committee. The Chairman suggested the Executive have a committee of the whole session to permit a free-ranging discussion of the report, and then make some conclusive statements later in the meeting about whether the report should a) be sent to Council with only the support of the Academic Planning and Executive Committees, or b) whether to send the report forward without the support of the Executive Committee

and to make some suggestions for change, or c) whether to present the report to Council, accompanied with the necessary documents, with no recommendation from this Committee.

The Chairman added the Executive's role is also to ensure a report is dealt with fairly and within a reasonable amount of time. Late emendations to the report should only be accepted up to a certain point of closure, at which time the Executive would consider the report in toto. The Chairman expected the Curriculum Committee would be providing its recommendations within the next week, and he suggested another meeting may be advisable to prepare this Committee's recommendations in light of the Curriculum Committee's statement. The Chairman observed that sending a report forward with no recommendation really doesn't work for Council to make a judicious decision. What works best is an overall summary by the Executive of the proposal demonstrating any strengths or weaknesses, so Council has some tangible information on which to base informed debate. A negative reaction by the Executive Committee could be connoted by not forwarding a recommendation from this Committee with the proposal.

General discussion during the committee-of-the-whole session centred around the incompleteness of the report (since emendations are still being presented), the lack of evidence or verification that consultation had taken place in a widespread manner throughout the whole Faculty, and the import of timing with respect to the implementation of the program (requested for 1983-84), and also the apparent procrastination by the Curriculum Committee in making its recommendation.

Specifically, it was suggested the Executive Committee should address two issues: the academic desirability and viability of the program, and the financial aspects involved with starting a new department in the Faculty. It was asked whether a recommendation to approve in principle the report meant this Committee was satisfied with the budget figures contained in the report. Secondarily, it was recommended the Executive Committee look at the structure of the program and the relationship of this program with other departments in the Faculty.

The Chairman reinforced the point that without new funding, the department would not be started; this is a definite contingency for implementing film studies as a department. The general priority at this time is the academic aspects of the proposal.

With a number of new proposals in the offing, it was also suggested the Faculty should be setting its own internal priorities for requests for special funding from the Government. The Chairman responded some of the new program proposals are still at a developmental stage. In the short-term range there is only a proposal for a developmental studies program near readiness. He did agree, though, with the principle of establishing internal priorities. At the present, the four-year B.A. (General) and film studies are the only new programs that are being considered for new funding.

The Executive Committee agreed it would wait for a recommendation from the

Curriculum Committee, and to have available all late changes to the report, before making any decision on the program.

6. Report of the Sub Committee of the Curriculum Committee on Course and Calendar Changes

(The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.)

Acting on behalf of Council, the Executive approved a number of changes for the 1983-84 Calendar (mainly of an editorial nature) on a motion by Professor Trumpener, seconded by Professor Buse. The changes will be reported to Council for information.

7. Adjournment

By general consent, the meeting adjourned at 12:40 p.m.

Wednesday, October 20, 1982

5. Report of the Committee for Advice and Information on Film Studies (Continued)

In advance of the continued discussion, the Committee had been provided with: late changes and additions to the report, prepared by the CFAIFS; the Academic Planning Committee recommendation of May, 1982; and a letter from the Chairman of the Curriculum Committee to the Chairman of the Committee for Advice and Information on Film Studies. The letter from Professor Cahill, Chairman of the Curriculum Committee, contained no recommendation of his Committee on the curriculum component of the film studies proposal. Instead, the letter addressed some philosophical concerns of the Committee with the report, as well as requesting substantiation of certain course descriptions (314, 315, 403, 404).

The Chairman presented the Executive with a chronology of events leading up to the consideration of the report by this Committee. He offered a suggestion that the Curriculum Committee be reminded of the Executive's role to service the needs of the Faculty in as efficient a manner as possible. The Curriculum Committee has been in receipt of this report for some time (late August) and should be dealing with things in a more expeditious way. He added it should be firmly indicated to the Curriculum Committee that the report will only be held pending until the November Executive Committee meeting at which time the report will be reviewed for presentation to a November meeting of full Council. The Chairman did not believe it would be proper (or politic) to intervene with a standing committee's activities at this stage, nor was he sure when it would be incumbent on the Executive to do so. Normally, the Executive does not monitor the Minuting and activities of standing committees. Also, it is not unusual for proposers of new programs to be repeatedly asked, by one committee or by several, to provide more and more information. The Chairman offered his experiences with the introduction of the B.A. (Special) in Criminology.

There was general consensus it would be wiser to wait for a decision by the Curriculum Committee and not to play a mediating role in an attempt to get some conclusive collaboration between the Film Studies Committee and the

Curriculum Committee. However, it was noted that a never-ending barrage of questions put by the Curriculum Committee was effectively blocking consideration of the report on a Faculty-wide basis. It was suggested it may be helpful to redefine the Curriculum Committee's responsibilities as far as recommending on curricula for new programs. The Chairman stated he intended to include this point when he conducts planning exercises for the Academic Planning Committee and the Curriculum Committee later this year.

There was some agreement that a future plan for action, in the event there is no further collaboration between the two committees, should be laid out now. In preparation for the final consideration of the report, Executive Committee members mentioned some of their questions/concerns now, so the Film Studies Committee could have time to respond.

It was moved by Professor Blodgett, seconded by Professor Lewis,
THAT the Executive Committee inform the Curriculum Committee that this Committee wishes the report of the Committee for Advice and Information on Film Studies to be considered at the November Council meeting, and would, therefore, need a recommendation before the date of the next Executive meeting.

Motion carried

Points to be raised with the Film Studies Committee

1. Rewriting the report as suggested. This would accommodate all late changes, as a result of ongoing consultations, and suggested changes made by this Committee. Too much information has to be drawn from addenda and appendices for easy reading of the report, and it would be helpful to insert more information, where relevant, into the body of the report. Also, it was suggested the philosophical issues underlying the proposal have not been well enough articulated and should be rewritten, again using more information presented in that addendum.

2. With regard to the curriculum component, there appears to be some ambiguity and lack of a convincing argument in support of a 'major' area of concentration. Arguments have been established in the report, though, in support of the proposal and a 'minor' area of concentration. To round out the curriculum, Committee members have requested more general information (because of the interdisciplinary nature of the program) on the wider variety of courses a student would be expected to take. Also, more information on the film courses themselves should be presented. Specifically, the CFAIFS was asked to substantiate the course descriptions for 352, 353 and 430.

3. From the substance of the report, it was observed the proposed program would have considerable repercussions with respect to Library acquisitions. The budget figure of $10,000 appeared low, and it was recommended some evidence that the matter has been reviewed and evaluated by a body in the Faculty be mentioned in the report.

   A related budget item of $27,000 for capital equipment costs was queried. It was emphasized all references to a film production component should be removed from the report.

4. It was observed there is continual reference to the needs of high school teachers in the body of the report. Except for a brief letter from the Education Faculty, there has been no information/evidence for a planned liaison with the Faculty of Education. More specific information was requested about the role of the Faculty of Education in the development of a Film Studies Department.

5. The Committee should be promoting in a more positive manner the fact that this University would become a major leader in the area through the opening of a film studies department. This point has been obfuscated in the justification of a department and a description of departments at other places.

The Chairman agreed to pass these comments on to Professor Arnold, so his Committee can begin immediately to rewrite its report. Therefore, the report of the CFAIFS will not go forward to the October Council meeting.

8. Agenda for the October 26, 1982 Meeting of Arts Representative Council

The Council agenda was set as below:

a) Approval of the agenda.
b) Approval of the Minutes of the August 31, 1982 meeting.
c) Tribute to Professor J. Forster, Sociology.
d) Report of the Executive Committee.
e) Approval of the list of Fall Graduands.
f) Other business.

9. Adjournment

By general consent, the meeting adjourned at 9:45 a.m.

Chairman

REPORT OF THE CURRICULUM SUB COMMITTEE ON CALENDAR CHANGES. Approved by the 14 Oct. Executive

1. §43.3.1: Change description to read: (add: two of) Second year: A language other than English (usually French, German, or Italian): ART 305/355, 306/356 and two of ART H 304, 354, 307 or 357.

   §44.5.2: ART 231; delete last sentence.
   ART 232. Change hours to: (4-0-8) from (2-0-4).

   ART 233. Change hours to: (4-0-8) from (2-0-4).

   ART H 559. Change weight to *6 from *3; delete "either term."

   ART 424. Change Prerequisite from ART 423 to ART 422.

   ART 524. Change Prerequisite from ART 523 to ART 522.

   §43.1.12: In second, third and fourth year descriptions: change the words "Art History" to "History of Art and Design."

2. CANST 301. Change Prerequisites to read: "...
   1) ENGL 384, or two of ENGL 364, 386, 387; ...
   5) POL S 320, or two of POL S 321, 322, 323 ..."

3. § 43.6.2: (1) (b) Three-course sequence should read: C LIT 201/202 (or C LIT 301/302); C LIT 348/349; C LIT 362.
   § 43.6.2: Note 1, Second year should read: C LIT 348/349.

   § 43.6.2: Note 2, Second year should read: C LIT 348/349.

4. DRAMA 270. Change hours from (0-6L-0) to (3-0-0).
   DRAMA 575. Delete course description.

5. JAPAN 101/102: Add the word "Introductory" to the beginning of the title.
   Cancel JAPAN 310. Introduction to Classical Japanese.
   § 43.7 .1. First paragraph, add the words "B.A. (Honors)" after B.A. (Special). Delete "and" at the end of the second sentence of the paragraph.

   Add a new (3) The Degree of B.A. (Honors) (§43.7.1)
   (a) See §43.8.1

   Move § 43.4 to a new §43.7: Renumber 43.5 to 43.4. and 43.6 to 43.5 and 43.7 to 43.6.

6. GERM 370, 380, 385, 401, 402, 406, 407, 411, 421, 422, 451, 452, 456, 457, 460,495/496Add "or" in between the Prerequisite course numbers.

7. HIST 313. Change note to read: Students with credit in HIST 314 may not take this course for credit.

   HIST 314. Change note to read: Students with credit in HIST 313 may not take this course for credit.

   HIST 320/321. Delete note.

   HIST 355. Change Prerequisite to read: HIST 350/351 or consent of the Department.

   HIST 356. Change Prerequisite to read: HIST 348, 365, 366 or consent of the Department.

   HIST 388. Change hours from (0-3s-0) to (3-0-0).

   HIST 415. Change weight from *6 to *3.

   HIST 419. Change Prerequisite to HIST 303 or 318.

   HIST 421/422. Delete note.

   HIST 426. Change Prerequisite to read: Consent of the department.

   HIST 430. Change Prerequisite to read: HIST 327, 328 329 or consent of the Department.

   HIST 446. Change Prerequisite to read: HIST 341, or 347, or ECON 312, or consent of the Department.

   HIST 447. Change Prerequisite to read: HIST 341, or 347, or consent of the Department.

   HIST 452. Delete Note.

   HIST 453. Change term to read either term.

   HIST 456/457. Delete Notes.

   HIST 493/494/495/496. Change term to read either term.

8. §43.1.14.6 Applied Music, Keyboard. Delete the second paragraph.

   MUSIC 206/207. Delete Notes.

   MUSIC 210. Delete the words "not eligible for admission to MUSIC 301 and 304." from the Note.

   MUSIC 317. Brass Techniques II. Cancel.

   MUSIC 319. String Techniques II. Cancel.

9. §43.19.1 Paragraph 6. Add a new last sentence. "In addition, an honors seminar (398/399) is recommended for third-year students."

   §43.19.1 Add a new last paragraph:
   First year: The department does not normally admit students into the first year of honors. Prospective honors students are advised to enter the B.A. (Special) for the first year and to choose (in consultation with the Honors advisor) the following program: POL S 201/202; ENGL 200 (or equivalent); a laboratory science, FREN 200 (or equivalent); or FREN 100 if necessary); and one option.

10. PSYCO 353. Change description to read: Biological, cognitive and social aspects of psychological development, with special emphasis on infancy, childhood and adolescence.

    Delete INT D 500. Listing. (Course is not cancelled.)

11. Delete note from the end of § 44.33.2. (Religious Studies

12. RUSS 107. Add the words "that may be" in the last sentence after "course."

    RUSS 307. Same as above.

    RUSS 320/321/323. Change Note to read: See §43.23.1 (4)/43.23.3 (2)(b).

    UKR 107. Add the words "that may be" in the last sentence after "course."

    UKR 307. Same as above.

    UKR 320. Change Note to read: See §43.23.1 (4)/ 43.23.4 (2) (b)

13. SOC 459. Change hours from (3-0-1) to (3-0-0).

14. §43.12.3. Last paragraph, add the word "Science" before "Calendar." (Geography Department)

    §44.16. Last paragraph, add the words "of the Science Calendar." to the sentence. (Geography Department)

    GEOG 306. Add a comma after Place in the title.

    GEOG 360. Change term to read either term.

EXECUTIVE COMMITTEE
Minutes of Meeting of November 10, 1982
9:00 - 10:00 a.m.

PRESENT: T. H. White (Chairman), D. Barnet, A. Buse.

1. Minutes of October 14/20, 1982 Meetings
Several editorial corrections were made before the Minutes were agreed upon.

2. Departmental Councils (ref. item 3, 14/10/82): Department of Psychology
The Executive agreed to forward a request for graduate and undergraduate student representation on the Psychology Department's Council to Council for approval.

3. Report of the Committee on Teaching on the "Teaching Evaluation Procedures in the Arts Faculty, 1981-82." (ref. item 3.2, 16/11/81)
(The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.)

In the covering letter to the report, Professor Hobart, Chairman of the committee, wrote: "We had anticipated that this report might be the basis for recommending some changes to be made in teaching evaluation procedures during the current academic year. However, because of a number of unanticipated delays it proved to be impossible to finalize the report until now. As a result, since there is not adequate time remaining to process changes through appropriate channels we have elected to postpone consideration of possible changes in the wording of the common component question, etc. until the early summer of 1983. The survey responses do show that a strong majority of Arts Faculty departments are adequately satisfied with the current procedures."

Four general recommendations were contained at the end of the report:

1. Arts Faculty requirements with respect to obtaining student evaluations of teaching, including the current wording of the common component question, be continued without modification in the 1983-84 school year.

2. Departments should be encouraged to review their procedures for obtaining student evaluations with a view to further standardizing the conditions under which they are obtained. For example, in the Committee's opinion it is advisable that staff administering the questionnaires and students who fill them out be given standardized instructions.

3. Though the Committee is aware of some skepticism as to the advisability of annual implementation of the student evaluations process, it recommends that all departments in the Faculty collect student evaluations for all instructors in every year.

4. The Arts Faculty Teaching Evaluation Committee should continue to monitor departmental teaching evaluation methods and procedures and to assess the need for revision of these procedures.

The Executive agreed to forward the report to Council for adoption.

4. Recommendation from the Committee on Teaching for Undergraduate Teaching Awards in the Faculty of Arts (ref. item 4, ARC, 24/11/81)
(The proposal having been circulated in advance of the meeting, a copy is attached to the official Minutes only.)

Last November, Arts Council received a proposal from the Committee on Teaching to establish teaching awards in the Faculty. Council moved to defer consideration of the recommendation until the report of the Committee on Teaching concerning student evaluation of teaching was received by Council.

The Executive agreed to forward the proposal again for Council's consideration.

5. Grade-Point Average for Promotion in the B.F.A. (Art and Design) Program
The Executive agreed to forward a request from the department of Art and Design to increase the gpa for promotion in its B.F.A. program from 5.5 to 6.0. The Curriculum Committee has already endorsed this request.

6. Council/Committee Memberships

6.1 Academic Planning Committee
Professor J. H. Terfloth (Drama) is going on Study Leave in January. The following nominations were made by the Executive for the election of a replacement by Faculty-wide ballot. The term will be for three years, beginning in January, 1983. (Additional nominations will be sought from the floor of Council when the slate is presented for approval.)
Professor R. A. Davey (Art and Design)
Professor A. Fisher (Music) (elected)
Professor B. Tarver (Drama)

6.2 Executive Committee
Professor D. Bessai (English) will be going on Study Leave next term. Two nominations were made by the Executive Committee for approval by Council of a Faculty-wide ballot: Professor P. Clements (English) and Professor M. M. Van de Pitte (Philosophy). The replacement term is for three years, beginning in January, 1983. (Additional nominations will be sought from the floor of Council.) (P. Clements was elected.)

6.3 General Faculties Council
Two members' terms from Arts on GFC will expire in December: Professor M. Asch (Anthropology) and Professor R. C. Macleod (History). Replacements will serve terms from January 1, 1983 to June 30, 1985. The following nominations were made by the Executive for the approval of a Faculty-wide ballot. (Additional nominations are being sought from departments no longer represented, or not presently represented on GFC.) (Professors Hett (History) and Wilkinson (Economics) were elected.)

7. Request from the Society for the Protection of Architectural Resources in Edmonton (SPARE)
The Chairman of the society has sent a request to the Dean asking for support from Arts Faculty staff members regarding SPARE's concern over the proposed pedway that will link up the existing Arts building with the new Business building. SPARE believes the pedway will have a negative aesthetic effect on the architectural facade of the Arts building.

The Executive agreed to send the request forward to Council for its consideration. In order to provide a more informed discussion on the topic, the Office of the Vice-President (Facilities and Services) will be asked to make a presentation at the Council meeting.

8. Recommendations from the Honors Committee on Regulations Governing the Honors Program (ref. item 3, 4/5/82)
(The recommendations having been circulated in advance of the meeting, a copy is attached to the official Minutes only.)

Last May, the Executive received a series of recommendations to change some of the regulations governing the Honors program. The Executive decided to consult more fully with all departments before placing the recommendations before Council. Departmental responses were provided back to the Honors Committee for reconsideration in the context of its original proposals.

The Honors Committee had resubmitted its report, which the Executive agreed to place on the agenda for the next Council meeting. The Executive will be recommending against the abolition of Arts Faculty Honors Prizes.

9. Recommendation from the Honors Committee on the Selection of Nominees from Arts for the GFC Undergraduate Teaching Awards (ref. item 4, ARC, 23/3/82)
Last Spring, Arts Representative Council delegated authority to the Honors Committee to select nominees for the Rutherford Award(s) for Excellence in Undergraduate Teaching. The Honors Committee found this task difficult for several reasons: One reason was the lack of time to select the nominees and the lack of time also to prepare adequately the procedural guidelines to review the candidates prior to the actual selection. Also, committee members chosen to conduct the review found the comparative evaluation of the potential nominees was difficult when the strengths of the candidates were in different domains.

The Honors Committee also believes it is not the proper responsibility of that Committee to conduct this selection process for three reasons:
1) It is not legitimately within the terms of reference of the Committee.
2) The Honors Committee members may not have experience with the adjudication criteria comparable to members of other committees of the Faculty.
3) Student membership is not representative of the broad spectrum of students in the Faculty.

The Honors Committee has, therefore, suggested a sub committee be chosen from Arts Representative Council, with representation by both faculty and students, from all divisions of the Faculty.

The Executive agreed to place this suggestion before Council and has suggested the following composition for the nominating committee.
i) the Assistant Dean will serve as the Chairman;
ii) the election from Arts Representative Council will result in one student and one staff member being elected from each division of the Faculty, and no more than one representative will be elected from a particular department.

10. Approval of a Late Graduand
Acting on behalf of Council, the Executive approved the graduation of Mr. C. Ciancibello with the degree of B.A. (General).

11. Report of the Committee for Advice and Information on Film Studies (ref. item 5, 20/10/82)

(The revised report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.)

The Chairman reported he had briefed Professor Arnold, Chairman of the CFAIFS, with the comments raised by the Executive at the last meeting. Executive members agreed the revised report was now more coherent in its presentation.

The Chairman made one additional suggestion for change to Section VII "Evaluation Procedures." He proposed the inclusion of the normal statement on the evaluation of new programs in the Faculty after a five-year period. The present statement reads: "Although the new Department will enjoy the same autonomy exercised by any other Department in the Faculty of Arts, it will for at least the first two years of its existence be advised by the Arts Faculty Standing Committee on the Study of Film." The suggested statement would read: "In line with the standard procedures to review new programs after five years, the Department will be reviewed after the first five years of operation." While the Chairman agreed there should be an advisory relationship, he thought this could be dealt with in another way.

Professor Buse raised some reservations he had with the program proposal, although he did support the aesthetic principle of a film department. First, high school teacher instruction is adduced to as support for the program. In his opinion, the program should really be a fine arts program on the aesthetics of film.

Second, Professor Buse did not believe there was a real need for another small department in the Faculty. He thought smaller departments are more expensive to operate than larger departments and creating a new small department would be adding to the long run financial operating costs of the Faculty. One of the arguments presented in support of departmental status for film studies is there is no agreement in the Faculty on where film studies should be housed. Professor Buse did not think the question of compromise had been fully explored and it could be feasible to house the program within an existing department, e.g., Comparative Literature. Staff members, with legitimate interests in film studies, could arrange joint appointments. Also, Professor Buse did not find enough evidence provided in the report on the organization of film departments at other universities.

The Chairman reminded the Executive that its mandate, with respect to this proposal, was to ensure the report was well enough prepared for a full and informed debate by Council. It was not mandatory for this Committee to make a recommendation for or against the proposal. The Executive agreed to place the report on the agenda for the November Council meeting, along with statements from the Academic Planning Committee and the Curriculum Committee.

12. Agenda for the November 23, 1982 Meeting of Arts Faculty Council

The following agenda was set for the November Council meeting.

a. Approval of the agenda.
b. Approval of the Minutes of the October 26, 1982 meeting of Arts Representative Council.

c. Report of the Executive Committee.
d. Report of the Committee for Advice and Information on Film Studies.
e. Report of the Arts Faculty Committee on Teaching: "Teaching Evaluation Procedures in the Arts Faculty, 1981-82."
f. Recommendation of the Committee on Teaching for Arts Faculty Teaching Awards.
g. Recommendations from the Honors Committee on Regulations Governing the Honors Program.
h. Request from Art and Design to Raise the GPA for Promotion in the B.F.A. (Art and Design) Program.
i. Request from SPARE.
j. Other business.

13. Adjournment

By general consent, the meeting adjourned at 10:00 a.m.

Chairman

the university of alberta

department of sociology
edmonton, alberta, canada
T6G 2H4
telephone (403) 432-5234

November 1, 1982

Dean Terry White
Arts Faculty
University of Alberta
Edmonton, Alberta
T6G 2H4

Dear Dean White:

I am happy to submit to you, for review by the Arts Faculty Executive Committee, the enclosed report of the Arts Faculty Teaching Evaluation Committee, entitled "A Report on Teaching Evaluation Procedures in the Arts Faculty, 1981-82."

We had anticipated that this report might be the basis for recommending some changes to be made in teaching evaluation procedures during the current academic year. However because of a number of unanticipated delays it proved to be impossible to finalize the report until now. As a result, since there is not adequate time remaining to process changes through appropriate channels we have elected to postpone consideration of possible changes in the wording of the common component question, etc. until the early summer of 1983. The survey responses do show that a strong majority of Arts Faculty Departments are adequately satisfied with the current procedures.

You will note that we have made a few general recommendations at the end of the report. We are not clear on how they should be formally dealt with. We await with interest the reactions of the Arts Faculty Executive Committee, and will attempt to make revisions expeditiously, if any should be called for.

Sincerely,

Charles W Hobart

Charles W. Hobart
Chair, Arts Faculty Teaching
Evaluation Committee.

CC: Dr. Hall
Dr. Craig
Dr. Mackenzie

FACULTY OF ARTS
RECEIVED
NOV 03 1982

A Report on Teaching Evaluation Procedures in the Arts Faculty

Submitted by the Arts Faculty Teaching Evaluation Committee

Introduction

Early in the fall of 1981 the Arts Faculty Student Evaluation Committee anticipated the need to evaluate the process by which student course evaluations were then being collected and processed. Analysis of data supplied by Faculty departments at the request of the Committee during the preceding summer showed that there were a number of issues concerning which substantially more input from faculty departments was desirable. Accordingly the Committee spent considerable time devising a comprehensive survey form to be distributed to Arts Faculty departments. This form was sent out to Faculty departments in November, 1981, in order to provide early notice of the kinds of information and the degree of detail that we required. A copy of the survey form is found at the end of this report. Accompanying instructions indicated that the completed forms were not to be returned until after the 1982 winter term was over, so that evaluation procedures used during the second term could be included in the survey data to be reported to the Committee.

In time and after a bit of prodding, completed survey schedules were returned by all departments. This report first presents summaries of departmental responses to the parts of the survey dealing with student questionnaires, and with other aspects of teaching evaluation. There follows some statistical information on how widespread the usage of student course evaluaton forms has been, and a discussion of the implications of these survey data. The report concludes with recommendations in respect to future evaluation procedures.

Concerning Student Questionnaires

The first two questions on the survey asked whether the responding department had made use of course evaluation questionnaires to be filled out by students, during the 1981-82 academic year and if so whether this questionnaire included the Arts Faculty "common component" question? The responses indicate that all departments used student questionnaires, and that all but one made use of the "common component" question.

There followed a series of questions seeking details on the process by which the questionnaire responses were obtained. Thirteen departments reported that questionnaires were distributed by instructors in their own classes, while in the remaining five departments they were distributed by others, including the department chairperson (1), the department APO (3), and a graduate student (1). Eight departments report use of standardized instructions which are read to students prior to their filling out the questionnaire; ten did not. Fourteen departments described "other procedures designed to standardize the circumstances under which the questionnaire is administered." These procedures include a fixed week or two-week period within which all questionnaires must be administered (4), distribution and collection of forms by students (5), absence of instructor during administration (12), use of computerized materials (3), evaluation conducted by chairman (1).

Six departments, one third of the total, report that their policies allow the instructor to be present while students fill out the questionnaire. Two departments require students to sign the questionnaire that they turn in, or otherwise to identify themselves. These departments seek to protect student anonymity by the chairman's detaching the students' names prior to returning the questionnaires to the instructors, or by not allowing anyone other than the department chairman access to the completed questionnaires.

In thirteen departments, the completed questionnaires were collected by a student in the class, while in the remainder it was the departmental APO (3), the department chairperson (1), or the department secretary who did so. The collected questionnaires were then delivered most frequently to the department secretary. In other departments it was the department chairperson (4), and APO (3), a volunteer faculty member (2), or the instructor of the class evaluated (1), who received the completed questionnaires.

There appears to be considerable variation between departments as to when the questionnaires are actually administered during the course of the term. The most frequent responses were during the last two weeks (8), the last three weeks (3), or the last four weeks of the term (4). However, one department each reported "during November and March," and "anytime during the term." One department did not answer this question.

Analysis of the student evaluation questionnaire data was carried out by the chairperson in ten departments. Among the remainder the responsible person was the department secretary (3), the department "analyst" (2), the department teaching committee (1), a graduate research or teaching assistant (1), or a faculty member (1). Eight departments made use of computer analysis procedures, and ten did not. Among the latter, four departments said they would be interested in exploring the use of computer tabulation procedures.

The questionnaire used by 15 of the 18 departments invite students to comment on the course or instructor in their own words.

Twelve departments allow instructors to see the completed questionnaires and/or the written comments pertinent to their courses, after submission of final grades. The remainder did not permit this. In all 12 cases, this was permitted only after final grades had been submitted.

Departments were asked if there was any dissatisfaction in their particular department with the "common component" question. Six departments, one third of the total, indicated there was evidence of dissatisfaction, and 12 departments said there was not. Among the elaborations supplied by the departments reporting dissatisfaction were the following: the question does not have mutually exclusive choices, the question is crude and humiliating, the question is an insult to our profession; it is too broad, some see no reason why it cannot simply be quantified, or how it can be used if it is not quantified.

Other Aspects of Teaching Evaluation

A number of questions in the survey were designed to obtain information about specialized evaluation procedures that some departments might have devised. In response to the question, "Did your department attempt to evaluate the quality of graduate teaching and/or supervision?" Eight departments each said they did, and ten departments said they did not. The procedures reported by those departments which did this evaluation were as follows: ...three departments used the same questionnaire in graduate classes as in undergraduate classes; in three departments, the chairman has interviews with graduate students; one department has a special questionnaire for this purpose; and another department makes an explicit effort to assess both quantity and quality of thesis supervision.

They were also asked if they employed any special procedures for evaluating teaching in small-enrollment classes (having five or less students). Six departments said they did, while the remainder did not. The procedures reported by those departments which have them were as follows: In two departments which use questionnaires the chairman summarizes the results and comments for the staff; in one the chairman interviews graduate students individually with the

consent of the instructor; four allow optional use of the questionnaire; one has no evaluation for reading courses; two allow students to discuss the course with the instructor, or to consult confidentially with the chairman; one has the students meet in the absence of the instructor and prepare an evaluation for the chairman.

Only four departments report having solicited student opinion about teaching quality on ways other than by administering questionnaires in individual classes. The methods reported by these four were as follows: interviewing whole class; interviewing individual students and sending out letters; by a system of 'exit questionnaires' for graduating four year majors; attending to unsolicited reports to chairman; accepting student input arising from Unit Review Committee reviews of departments.

Eight of the eighteen departments report usage of other evaluation procedures in addition to soliciting student opinion. These procedures include: chairman and faculty presence in classroom or workshop; peer evaluation; observation of results of teaching in juried examinations and public performance; attention to course materials and instructor's written assessments of own methods and performance.

To the question, "How were the various evaluation procedures weighted in arriving at a comprehensive assessment of the teaching performance of each staff member?" Four departments identified a formal procedure. Most of the responding departments observed that reaching an overall evaluation of a staff member's teaching performance was a matter of exercising good judgment with respect to a variety of information, including some informally gathered. One department, however, relies exclusively on student questionnaires; another department assigns questionnaires a weighting of about 50%; two departments make a point of comparing current assessments with the results of previous years. Five departments failed to answer this question.

Seventeen departments said they attempted to evaluate the teaching performance of each staff member annually; the remaining department which evaluates each staff member in not less than one in five years, and always before tenure and promotion.

An important global question asked: "Given the evidence available to you, is your department satisfied with Arts Faculty requirements with respect to the evaluation of teaching?" Fourteen departments reported that they were satisfied and the remaining four said they were not. The objections that were recorded included: that the Arts Faculty question is badly phrased; that criteria for evaluation are not yet widely enough accepted in the faculty; that annual evaluation is excessive.

At the end of the survey form circulated to departments, respondents were given an opportunity to make additional comments if they chose. Six comments were received, as follows:

> It is problematical that the university identifies studying and learning with courses, and the value of courses with the results of student evaluations.
>
> Although questionnaires are useful, after a few years, annual use is rather superfluous. Staggered use of them every third year would be more effective.
>
> The evaluation process is incredibly time consuming.
>
> The responses of students should be weighted so that the judgements made by experienced and/or specialized students are given more value.
>
> Now that the collection of student opinion on teaching has been systematized, the continued existence of the (departmental) Committee on Teaching Evaluation is probably only to be justified if it is indeed ready to explore other means of evaluation and/or make suggestions for the improvement of teaching.
>
> "I personally think that a more active staff operated formative evaluation procedure is desirable in addition for the feedback given by means of student completed questionnaires."

Statistics on Course and Student Coverage

All Arts Faculty departments were asked to supply information on total numbers of courses and of students taught, and the numbers of courses and of students participating in the student evaluations, by course level. These data are tabulated in Table 1. Unfortunately there is some ambiguity in our data in that we have indications that a few departments may have interpreted our request for data on "total students enrolled" to mean "total students enrolled in classes covered by student evaluations," instead of "total students enrolled in all classes at this level." If this happened, however, the number of departments in which it did happen was small. Accordingly we are satisfied that the participation rates, for both courses and students, are gratifyingly high, attesting to the commitment of Arts Faculty departments to the teaching evaluation process and to the effort that they put into the task of obtaining student evaluations.

The data in Table 1 show that overall, 84.1 percent of the 1606 undergraduate courses[1] taught in this Faculty during the 1981-82 school year were covered in the student evaluation process. Of the 33,956 students enrolled in these undergraduate classes, 70.9 percent participated in filling out evaluation forms. The coverage of graduate level courses was of course very much lower because of the small enrollments typical in seminars. Nevertheless, 54.3 percent of the 223 graduate level courses offered during that school year participated in the process, as did 52.2 percent of the students enrolled in these graduate classes.

Coverage of courses was most complete at the 100 level (100 percent) followed by the 300 level (89.3), the 200 level (85.7), and the 400 level (67.2). There was considerable variation between departments however. Thus, at the 200 level the proportion of courses participating in the evaluation process

ranged from a low of 25 percent in one department to a high of 100 percent in another, while in 300 level courses the range was from 20 to 100 percent and in 400 level courses the range was from 00 to 100 percent. Participation rates of individual departments for courses and students enrolled are found in Table II.

Student participation was greatest in 300 level courses with 75.3 percent of the 15,950 students enrolled in 300 level Arts Faculty classes participating. The student coverage in 200 level courses was 67.3 percent; in 100 level courses it was 67.3 percent and in 400 level courses it was 68.8 percent. Student coverage by departments again ranged widely: from 19 to 100 percent in 300 level courses; 10 to 100 percent in 200 level courses, 62 to 89 percent in 100 level courses, and 0 to 96 percent in 400 level courses.

Discussion

The statistical information on the extent of student questionnaire coverage, presented in the preceding section shows that overall both course coverage and student response rates have been quite high, though there are a few departments for which the reverse is true. We find it particularly impressive that the coverage of graduate seminars was as extensive as it was, given the problem of small enrollment in many graduate seminars. While we hope and expect that the coverage rates may be significantly raised in future years in departments where they were low, we realize that in some, particularly in the Fine Arts Division, there are aspects of some classes which make administration of student course evaluation questionnaires difficult.

Responses to many of the questions in the departmental survey further confirm that departmental response was generally favorable: All departments made use of evaluation questionnaires, and all but one included the common component question. One third of Arts departments reported some reservations

about or criticisms of the component question, but two thirds of the departments were apparently reasonably satisfied with it. Similarly, over three fourths of the departments in the Faculty reported that they were "satisfied with Arts Faculty requirements with respect to the evaluation of teaching."

The survey responses demonstrate that there is much variation in the procedures used by various departments to administer the questionnaire. In six departments course instructors were present while their students filled out the questionnaire. The survey responses indicate that in no department are instructors permitted to see completed questionnaires until final course grades have been submitted. It is of some concern to the Committee that a number of departments do not appear to employ standardized procedures when requesting students to fill out course evaluation questionnaires.

A number of departments have made efforts to go beyond formal Arts Faculty requirements in evaluating teaching. As mentioned above, in a number of cases this involved collecting evaluation data in graduate seminars and/or devising special procedures for use in small enrollment classes. Some departments have found other means of soliciting student opinion on teaching quality, as well, and almost half of the departments in the faculty also report using other evaluation procedures.

RECOMMENDATIONS:

On the basis of the material presented in this report, and the discussions of various specific issues that took place, the Committee makes the following recommendations:

1. Arts Faculty requirements with respect to obtaining student evaluations of teaching, including the current wording of the common component question, be continued without modification in the 1983-84 school year.

2. Departments should be encouraged to review their procedures for obtaining student evaluations with a view to further standardizing the conditions under which they are obtained. For example, in the Committee's opinion it is advisable that staff administering the questionnaires and students who fill them out be given standardized instructions.

3. Though the Committee is aware of some skepticism as to the advisability of annual implementation of the student evaluations process, it recommends that all departments in the Faculty collect student evaluations for all instructors every year.

4. The Arts Faculty Teaching Evaluation Committee should continue to monitor departmental teaching evaluation methods and procedures and to assess the need for revision of these procedures.

[1] All course and student enrollment figures cited were supplied by departments, not obtained from Institutional Research and Planning.

TABLE I

NUMBERS OF COURSES AND STUDENT'S PARTICIPATING IN STUDENT EVALUATIONS, BY COURSE LEVEL

Courses	Total No. Classes	Classes Supplying Student Evaluations	% Supplying Student Evaluation	Total Students in all classes	Students Supplying Student Evaluations	% Students Supplying Studen Evaluations
100 level	63	63	100	887	597	67.3
200 level	491	421	85.7	22446	15108	67.3
300 level	720	643	89.3	21194	15950	75.3
400 level	332	223	67.2	3343	2301	68.8
500 level	151	92	60.9	672	386	57.4
600 level	72	29	40.3	272	107	39.3
Total Undergraduate	1606	1350	84.1	47870	33956	70.9
Total Graduate	223	121	54.3	944	493	52.2

TABLE II

Evaluation Questionnaire Coverage of Courses and Students Enrolled, By Department and By Course Level

	100 Level		200 Level		300 Level		400 Level		500 Level		Total Undergrad	
	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students
Anthropology	none offered		100%	62%	100%	75%	79%	61%	67%	89%	92%	69%
Art and Design	none offered		100	74	94	79	79	82	83	59	91	76
Classics	100	78	93	69	100	84	50	50	71	75	94	74
Comparative Lit.	none offered		100	54	100	71	00	00	00	00	88	61
Drama.	none offered		91	70	100	82	100	94	56	48	96	76
East Asian Lang. & Lit.	100	89	100	92	81	92	50	91	00	00	79	89
Economics	none offered		100	73	96	79	89	79	75	80	96	76
English	none offered		100	86	96	88	25	44	00	00	97	87
Germanic Lang.	100	65	100	74	100	82	100	81	75	31	100	74
History	none offered		(59) 100	(44) 79	(91) 100	(57) 67	(31) 36	(31) 62	00	00	65	48
Music	none offered		100	70	100	78	95	81	84	86	93	74
Philosophy	none offered		25	10	20	19	00	00	08	05	19	13
Political Science	none offered		100	91	100	85	53	53	00	00	84	84
Psychology	none offered		100	54	95	67	100	72	00	00	98	61
Religious Studies	none offered		100	100	100	100	33	68	00	00	87	98
Romance Language	100	62	85	68	91	76	96	72	79	75	92	70
Slavic and E. Euro. Stud's	100	83	100	92	100	87	65	96	100	81	85	89
Sociology	none offered		100	72	94	75	76	69	00	00	90	74

ANNUAL REPORT BY DEPARTMENTS CONCERNING TEACHING EVALUATION PROCEDURES

The Arts Faculty Committee on Teaching is required to monitor the procedures whereby members of the faculty are evaluated as to the quality of their teaching. In order for the committee to fulfill this responsibility, it must gather the relevant information from the departments. The following questions are intended to solicit this information in the most efficient manner.

Name of Department _____ Academic Year _____

Concerning Student Questionnaires:

1. Did your department make use of student course evaluation questionnaires during the current academic year?
   Yes _____ No _____
   If "Yes", please answer questions 2-14.
2. Did the department's questionnaire include The Arts Faculty "common component" question?
   Yes _____ No _____
3. Were the questionnaires distributed by the instructor?
   Yes _____ No _____
   If not by the instructor, then by whom? _____
4. Does your department have standardized instructions which are read to students prior to their answering the questionnaire?
   Yes _____ No _____
   If "Yes", please attach a copy.
5. Does your department employ other procedures designed to standardize the circumstances under which the questionnaire is administered?
   Yes _____ No _____
   If "Yes", please elaborate: _____
   _____
6. Does your department's policy allow the instructor to be present while students fill out the questionnaire?
   Yes _____ No _____

..../2

7. Are your students required to sign the questionnaire, or otherwise identify themselves?

   Yes _____ No _____

   If "Yes", how is student anonymity protected? _____

   _____

   _____

   _____

8. Who collected the completed questionnaires? _____

9. To whom were they delivered? _____

10. When during the academic term were the questionnaires administered?

    _____

11. Who analyzed the completed questionnaires? _____

12. Were they tabulated by computer?

    Yes _____ No _____

    If "No", would your department be interested in exploring the use of computer tabulation?

    Yes _____ No _____

    Other comments _____

    _____

13. Does your questionnaire invite students to comment on the course or instructor in their own words?

    Yes _____ No _____

14. Were instructors allowed to see completed questionnaires and/or written comments pertinent to their courses?

    Yes _____ No _____

    If "Yes", was this after submission of final grades?

    Yes _____ No _____

15. Using the format of the attached data recording form:

    (a) please list the number of classes taught at each level, the number of classes in which questionnaires were administered, the total number of students registered in these classes, and the number of students who actually executed questionnaires.

..../3

(b) please list each class in which questionnaires were not used, the number of students in each, and briefly indicate the reason for not administering the questionnaire.

16. Was there any evidence of dissatisfaction in your department with the Arts Faculty "common component" question?

Yes _____ No _____

If "Yes", please elaborate: _____

_____

_____

_____

_____

Concerning Other Aspects of Teaching Evaluation:

17. Did your department attempt to evaluate the quality of graduate teaching and/or supervision?

Yes _____ No _____

If "Yes", briefly describe the procedure(s) used: _____

_____

_____

_____

_____

18. Did your department employ any special procedures for evaluating teaching in small-enrollment classes (i.e., classes with 5 or less students)?

Yes _____ No _____

If "Yes", briefly describe these procedures: _____

_____

_____

_____

_____

19. Did your department solicit student opinion about the quality of teaching in any way other than by administering questionnaires in individual courses?

Yes _____ No _____

If "Yes", briefly indicate how: _____

_____

_____

_____

_____

(b) Please list each class in which questionnaires were not used, the number of students in each, and briefly indicate the reason for not administering the questionnaire.

16. Has there any evidence of dissatisfaction in your department with the Arts Faculty "common component" question?

Yes _____ No _____

If "Yes", please elaborate: _____

Concerning Other Aspects of Teaching Evaluation:

17. Did your department attempt to evaluate the quality of graduate teaching and/or supervision?

Yes _____ No _____

If "Yes", briefly describe the procedure(s) used: _____

18. Did your department employ any special procedures for evaluating teaching in small-enrollment classes (i.e., classes with 5 or less students)?

Yes _____ No _____

If "Yes", briefly describe these procedures: _____

19. Did your department solicit student opinion about the quality of teaching in any way other than by administering questionnaires to individual courses?

Yes _____ No _____

If "Yes", briefly indicate how: _____

20. Did your department employ any evaluation procedures in addition to ones soliciting student opinion?

Yes _____ No _____

If "Yes", please describe: _____

_____

_____

_____

_____

21. How were the various evaluation procedures weighted in arriving at a comprehensive assessment of the teaching performance of each staff member?

_____

_____

_____

_____

_____

22. Does your department attempt to evaluate the teaching performance of each staff member annually?

Yes _____ No _____

If "No", how often? _____

23. Given the evidence available to you, is your department satisfied with Arts Faculty requirements with respect to the evaluation of teaching?

Yes _____ No _____

If "No", what are the objections? _____

_____

_____

24. Other comments: _____

_____

_____

_____

_____

_____

_____

Please return the completed report by June 1, 1982 to the chairman of the Arts Faculty Committee on Teaching, Professor Charles Hobart, Department of Sociology.

11/23/81

COURSE EVALUATION DATA RECORDING FORM

Classes	Number of classes	Number covered by student evaluations	Total students enrolled	Total students evaluations received
100 level				
200 level				
300 level				
400 level				
500 level				
600 level				

Number of Course	Number of students enrolled	Classes not covered by evaluations (fill in one line for each separate class) Reason forms not administered.

Use an additional sheet if necessary

1504

INTER-DEPARTMENTAL CORRESPONDENCE

TO Professor C.W. Hobart, Chairman
Arts Faculty Teaching
Evaluation Committee

DATE November 8, 1982

FROM Betty Florchyk
Administrative Officer
Department of History

RE "Report on Teaching Evaluation Procedures in the Arts Faculty, 1981-82"

We wish to comment on a discrepancy in Table II for Department of History Statistics.

The figures submitted first by this Department were admittedly incorrect. The first draft of Table II clearly pointed out the error which prompted us to redo our table to better reflect the Department's performance. Our resubmission of figures was broken down into sections rather than courses and the percentages of students who completed the questionnaires in the sections taught by full time staff were very high - i.e. at the 200-level - 86%. Since the calculations on Table II appear to have been done differently and 44% is not truly representative, questionnaires for sessional instructors and visiting lecturers which had not previously been included in our statistics have been tabulated.

Because History appears so out of step with the rest of the faculty we would like it recorded that in fact this department is conscientious about the evaluation questionnaires and that 100 percent of 200-level courses are covered including sessionally taught sections and that 79% of students completed the questionnaire.

Likewise at the 300-level, 100% of the courses were canvased including sessionally taught sections and that 67% of students completed the questionnaires.

400-level 62%

I apologize that I created the confusion by reporting only partial information that had been compiled for other faculty purposes.

I enclose a copy of the re-revised numbers and ask that they be placed on file.

BAF:sm
Attachment

c.c. Dean of Arts

Classes	Number of classes	Number covered by student evaluations	Total students enrolled	Number enrolled in classes evaluated	Total students' evaluations received	
100 level	0	0	0	0	0	
200 level	44 sections	44 sections	1865	1865	1400	= 79%
300 level	57 sections	57 sections	1051	1051	702	= 67%
400 level	36	11	143	73	45	= 62%
500 level	10	0	28	0	0	
600 level	4	0	14	0	0	

Faculty of Arts Undergraduate Teaching Awards

Eligibility: Permanent staff with at least five years of full-time teaching experience are eligible for these awards. Normally, no one would receive an award more than once.

Nominations: Nominations are to be made by departments (after due consultation among faculty and students), with no more than one nomination from each department.

Awards Committee: The Awards Committee shall consist of three students selected by Arts Students' Association, one from each division of the Faculty and three full-time faculty members to be elected by members of Faculty Council, one from each division. In addition, an Associate Dean shall serve as Chair, non-voting except in case of a tie vote.

Criteria:

i) Ability to communicate in class and in the assessment of assigned work;

ii) Versatility (small and large enrolment classes and lower and upper division levels);

iii) Coverage of subject matter, including the assimilation of current research/creative activity into classwork;

iv) Out-of-class consultation;

v) Ability to stimulate student interest in the subject matter taught;

vi) Adherence to procedures established by the University for responsible conduct of courses.

In addition, departments may invoke further criteria where these are pertinent to specific teaching situations.

Documentation of Nominations: Nominations shall be documented as nominating departments see fit, so long as above criteria are addressed.

Number of awards: Three awards shall be made annually, one to a member of each division of the Faculty.

Nature of the Award: A certificate of recognition, awarded with due publicity, together with a permanent public display of the names of award winners.

Timing of the Award: Nominations for the award, with appropriate documentation are to be made by February one. The awards will be announced by March 15, and will be presented at a suitable Faculty meeting.

23 11 1982

1506

FINAL REPORT AND RECOMMENDATIONS ON REGULATIONS OF THE HONORS PROGRAMS
Submitted by the Arts Faculty Honors Committee

The Arts Honors Ad Hoc Sub Committee on Regulations have turned their attention, during the past year, to a wide range of questions about Honors programs in the Faculty of Arts. The attached recommendations were formulated with the following general assumptions in mind:

a. That the aim of an Honors program is to allow a student the opportunity for intensive and/or independent work in one or more fields of study.

b. That academic excellence is a basis for admission and continuance in such a program.

c. That, while departments should enjoy considerable autonomy in the content and design of their Honors programs, there should also be common agreement on a number of factors concerning: standards of admission and continuance; student advising and recruitment; administration; format of Calendar statements; etc.

d. That the Honors program will very likely be called upon, in a few years time, to facilitate coordination with the proposed four-year general B.A. program.

Consequently, the Ad Hoc Sub Comittee on Regulations recommends (and the full Honors Committee has approved) the following:

1. Calendar Statements

That Calendar statements conforming to a standard format and containing specified information be in place for all departments by the 1984-85 Calendar.

The information to be included in the Calendar statement is:

i) recommended first-year courses;
ii) the minimum/maximum number of courses in area of specialization;
iii) specific courses which must be taken to fulfil requirements;
iv) other recommended courses;
v) requirements for a minor, if appropriate;
vi) specific projects required.

That these Calendar statements be submitted to the Arts Honors Executive Committee with a covering letter detailing any changes which are not strictly editorial by January, 1983.

2. Admission

That admission to an Honors program require a minimum GPA of 6.5 on the last five FCE with an average of 7.0 on all courses in the area of concentration.

3. First year

That, in the absence of a clear case for retention of a first-year Honors program, students not be admitted to Honors programs in the first year.

That an Honors degree be required to include the following courses, and that students contemplating (or in) Honors be advised to meet the requirements in the first year:*

one FCE junior English
*one FCE Natural Science or Formal Studies ***
one FCE language other than English
two FCE chosen from Humanities, Fine Arts and Social Sciences with at least one-half FCE in each of these areas.

... /2

1508

* In special circumstances, some of these requirements may be deferred until the second year. Special circumstances would normally be taken to be programs (e.g., Mathematics), which require two courses in the Honors discipline in the first year in order to meet subsequent pre-requisite requirements.

** Students transferring out of the Honors program will be allowed to use this course to meet the diversification requirement of the General program.

That departments recommend in their Calendar statements any specific courses to meet these requirements which they wish students contemplating Honors to have taken in the first year.

4. Course Load

That the Honors program continue to be recognized as a four-year degree consisting of 20 FCE, normally accomplished by taking five FCE per Winter Session, but that, with departmental approval, a student be allowed to reduce his/her load to three FCE, as long as s/he completes the degree in four years. (Students who foresee requiring more than four years to complete the degree because of continual need to carry a reduced course load will continue to be administered under the flexible program option.)

5. Withdrawal from Program

That students be required to consult their departmental Honors adviser and obtain his/her signature before withdrawing from an Honors program.

6. First-Class Honors

That First-Class Honors be awarded on the basis of either

a. a GPA of 8.0 on all courses beyond the 200-level in the subject of concentration and 7.5 on all courses in the final year or the last five FCE

OR

b. a GPA of 8.0 on all courses in the two final years in the subject of concentration and 7.5 on all courses in the two final years or the last 10 FCE:

and that departments choose one of the above options as their departmental policy.

7. Governor-General's Gold Medal

That all students whose cumulative GPA is 8.5, or above, should automatically be considered for the Governor-General's Gold Medal award. Departments are invited to submit supporting documentation.

That a department may nominate a student whose cumulative GPA is less than 8.5;

That a sub committee of the Honors Committee be struck to assess candidates for the award on the basis of cumulative GPA, content of program, and such other factors as they may deem advisable, and to put forward to the full Honors Committee a recommendation for the recipient of the award;

That supplementary Arts Faculty Honors Prizes be abolished.

Don Carmichael
Kyril Holden
Shirley Neuman
Lisa Seguin
Lois Marckworth Stanford, Chairman

1982 11 03

REPORT OF THE COMMITTEE FOR ADVICE AND INFORMATION ON FILM STUDIES

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October 25, 1982

REPORT OF THE COMMITTEE FOR ADVICE AND INFORMATION ON FILM STUDIES

I. PURPOSE: CREATION OF A DEPARTMENT OF FILM STUDIES

II. OBJECTIVES

The Committee for Advice and Information on Film Studies is proposing that the existing Film Studies Program be expanded and established as a Department of Film Studies, offering the three types of Bachelor's degrees now bestowed by the Faculty of Arts, and able to integrate immediately into the proposed Four Year General B.A. should it be adopted.

III. HISTORY

From about 1965-1975, at least five Arts Faculty departments attempted to launch some activity in Film Studies at the University of Alberta. When in August 1975 the English Department failed to gain approval for two introductory courses in Film Studies (for the perennial reason of territorial disputes), an ad hoc committee was struck to investigate the problem. After one year, the ad hoc committee recommended among other things that a standing committee be struck to encourage, initiate and administer film courses within the Faculty. The Arts Faculty Standing Committee on Film Studies, after surveying the University community for teaching talent, library resources, film prints, projection equipment and facilities and so forth, designed a core course for an eventual Film Studies Program. This course, "Interdisciplinary Studies 300: Introduction to the Study of Film," was unanimously approved by Arts Faculty Council in May, 1977. Though lack of funds prevented the course from being given until 1978-79, thus delaying the offering of courses for which Int. D. 300 was designed as a prerequisite, the Faculty had since 1976 been providing seed money for the project, and participating Departments, the Library, the University Senate, the Three Alberta Universities Fund, and the Alma Mater Fund all offered modest assistance and/or encouragement. By the winter of 1982, the Faculty's library of feature, short and instructional films for this Program included approximately one hundred thirty titles. 1980-81 had seen the introduction of a second Film Studies course, "Interdisciplinary Studies 301: The Hollywood Film," and by 1981-82, the Faculty, able to afford only one and one third FTE for Film Studies, had nevertheless put in its Calendar four full course equivalents in Film Studies (300, 305, 310, 311,

312, 313 and 401), plus film courses in Political Science (Pol. S. 493) and Art and Design (Art 382), enough for an "area of concentration" in the B.A. General and for a "second area of concentration" in the B.A. Special programs.

In late March, 1981, the Arts Faculty Standing Committee on Film Studies recommended to the Dean that steps be taken to establish a degree program in Film Studies. The Dean responded by striking the Committee for Advice and Information on Film Studies which is now presenting this report.

IV. JUSTIFICATION

For more than seven years the Faculty has been carefully laying infra-structure for the logical step of giving birth to a Department of Film Studies. Across Canada there are nearly 100 post-secondary institutions offering programs of Film Studies, and it is an embarrassing anomaly for one of the country's major institutions, the University of Alberta, to provide so little in this important field. It is no exaggeration to state that what the present generation of students knows about life beyond its immediate experience comes more and more from visual media, and yet their visual literacy is very slight. Even if other universities in our province had film studies departments, the Committee feels that one here would be essential.

Film Studies may seem a suspect discipline because of its lack of historic grounding in the traditional academic pursuit of the Humanities. Film itself is less than a century old, whereas the established arts date back millenia, and this fact has made some scholars in the other disciplines reluctant to yield it a place in their midst. Perhaps an even greater source of doubt stems from film's perceived evanescence and triviality -- a result of its omnipresence in our culture as a workhorse for all sorts of information-transmission and entertainment, much of it casual or banal.

But the existence of so much film that is disposable must not blind us to the great achievements of the cinema. Time and again cultural historians, critics, and aestheticians have called film the twentieth-century art form. With its unique combination of concreteness and plasticity, of reality and imaginative freedom, film has attracted the attention of some of the most penetrating and accomplished artists of our era, and on these grounds alone it deserves serious, systematic study: Eisenstein, Welles and Antonioni are every bit as important as Gropius, de Kooning and Beckett. Like literature or painting, the cinema has its forms to be examined and

its language to be analysed, and it is folly to suggest that these are less complex or less worthy of attention than those of the other arts.

Furthermore, the dominance exerted by this medium over popular culture in our time gives rise to another necessary and fertile line of inquiry. What is film's influence on modern society, and how does film express the concerns of its broad audience? How are social and moral values communicated in the cinema, and what is their relation to artistic values? Society consumes an overwhelming amount of film, but how conscious is it of what it is seeing? Every person sees many, many films (in theatres, in classrooms, on television), and yet how well equipped is the untrained mind to grasp the nature of film method, of film rhetoric, of film "truth"? No one can deny the importance of such questions, and they can only be wholly answered within a Film Studies context, where aesthetic, methodological, and social aspects of the medium are approached simultaneously.

The validity of Film Studies as an academic discipline worthy of its own autonomous Department has been recognized by many of the most prestigious universities in North America (see Appendix 3). A self-sufficient Department of Film avoids the awkward and essentially unnatural parasitism of Film Studies on some already established Department -- a situation that has arisen at many other universities, where the discipline often grew willy-nilly from wherever it had happened to start, rather than being planned in a rational manner. A Department of Film is alone ideally placed to tailor curriculum to the needs of students seeking a degree in the field.

There is every indication, both from the experience of other universities and from our own to this point, that there is a real demand for Film Studies at the University of Alberta. Here enrollments have been high, and considerable interest in a degree program has been expressed by students. The amount of <u>de facto</u> film study already going on in the high schools and elsewhere makes it particularly desirable that film studies be firmly established in the University. Presently there is a large and widespread desire for information and critical guidance about film, a desire expressed by teachers in the school system, and in the larger context by the number of local organizations devoted to exhibiting films. (See Appendices 4 and 5: "Statements of Advice and Support" and "Statements of Former U. of A. Film Course Students.")

A Department of Film Studies at this University would doubtless succeed in attracting students from areas well outside local environs. There is no other Department of Film Studies anywhere in the province of Alberta. The closest existing one, which is very small, is at the University of Saskatchewan, and it concentrates heavily on film-making, rather than on the scholarly and analytical aspects which are the basis of the present proposal.

In the intellectually solid Department enivisaged by the Committee, Film Studies will be considered a scholarly discipline within the humanities, with emphasis on theory, criticism, aesthetics and history. However, in addition to focusing on film as a form of art and communication, the Department of Film Studies should pay some attention to film as an industry and as a technology, and a few courses related to this need appear in the proposed curriculum.

The objectives of the proposed Film Studies Department will be consistent with the general objectives of the Faculty's liberal arts program, and the service role of providing visual literacy to a broad spectrum of students will be paramount. In addition to the virtues conferred by any liberal arts degree, some other justifications for a Bachelor of Arts in Film Studies might be cited. The existence of a Department here will develop intellectual and creative resources to contribute not only to the burgeoning Alberta film industry, but also to the Canadian film industry as a whole; it will, we hope, help to raise the general standard of writing on film in this country; it will offer significant options for Education students who will teach in our high schools or be media librarians in them; it will also prepare some local students for specialization in graduate schools and ultimately for teaching positions or other professional work in the field of film. (Many of these latter justifications are pointed out in letters to the Committee submitted by organizations outside the Faculty and the University -- see Appendix 4: "Statements of Advice and Support.")

V. SUPPORTING EVIDENCE

At the Spring 1976 meeting of the Arts Faculty Council, the Report of the ad hoc Committee on the Study of Film was received, and Council voted unanimously in support of two motions: 1) "That the Faculty of Arts in principle supports the study of film; and 2) that the Faculty create a Standing Committee for the Study of Film..." The mandate of the Standing Committee was based on seven guidelines included in the Report. A logical

outcome of that mandate and its guidelines as systematically applied by the Committee and periodically approved by the Arts Executive and Council, was the recommendation made to the Dean of Arts by the Standing Committee on March 31, 1981, that a degree program in a Department of Film Studies be established. Although the Standing Committee's primary argument in support of the establishment of a Film Studies Department is the academic necessity of having a major new discipline represented within the Faculty, other practical justifications for its founding at this time have also been indicated by the Film Committees:

1) Film course enrollments have been substantial.
The Faculty has offered Film Studies courses for more than four years -- Int. D. 300 in 1978-79 and 1979-80, and Int. D. 300 and Int. D. 301 in 1980-81 and 1981-82. In each year student enrollments have been as follows: 1978-79:108, 1979-80:120, 1980-81:102 and 1981-82:117. (22% of these Film Studies enrollments have come from 12 Faculties other than Arts: Education, Science, Graduate Studies and Research, Business and Commerce, Physical Education, Faculté Saint-Jean, Home Economics, Agriculture, Engineering, Nursing, Rehabilitation Medicine and Law.) These figures indicate a high degree of student interest in Film Studies when we bear in mind the following considerations:
   (i) All courses offered during this time have been full year courses which are difficult for students to fit into their schedules;
   (ii) since these Film Studies courses have not constituted a part of any major or minor concentrations in the Faculty, students have had to take these courses simply as options in their programs; and
   (iii) since there has not been a Department of Film Studies on campus and the courses have been offered only as Int.D. courses, distribution of information concerning the nature and availability of the courses has necessarily been only by informal means, largely by the student "grapevine." (See Appendix 5: "Statements of Former U. of A. Film Course Students.")

2) Library purchases have been steady and rational. In 1976 money from the Three Alberta Universities Fund was granted to the Film Studies Committee for purchase of back issues of periodicals and

a substantial number of books in the area of Film Studies in order that gaps in our print collection on film be filled. Since that time purchases of film-related materials by our library have been made according to a systematic plan). (See Appendix 1: "Report of the University Library Re: Film Studies.")

3) Film Library. The Faculty has provided money since 1976 for equipment and film prints, giving us a respectable inventory in both at present. (See Appendix 2: "Films Held by Film Studies.")

4) Consultations in Canada and abroad with Film Departments: in 1978 the Faculty Film Studies Committee Chairman was sent to major Film Studies conferences in Indiana and Wisconsin in order to seek advice from film teachers and administrators on setting up a program; in 1979, Harry Geduld, Chairman of the prestigious Film Studies Program at Indiana University, was invited by the Faculty in order to inaugurate our actual program of courses with a lecture and to advise the Committee on organization of a Department. Since 1979 the Film Studies Program has brought to campus such eminent Canadian filmmakers as Michael Rubbo and Francis Mankiewicz. The Film Studies Program also has a continuing relationship with the regional office of the National Film Board to cooperate in arranging visits by outstanding Canadian filmmakers.

In addition, the Arts Faculty Standing Committee on the Study of Film and the Arts Faculty Committee for Advice and Information on Film Studies have extensively consulted various departments and units of the Faculty and the University having a potential or actual interest in Film Studies. These consultations have resulted in understandings with, among others: The Departments of Primary and Secondary Education and of Educational Foundations of the Faculty of Education, the Faculté Saint-Jean, and the Departments of Anthropology, Comparative Literature, Drama, English and Romance Languages.

Other post-secondary institutions involved in Film Studies, as well as non-educational organizations, have also been surveyed and approached for guidance and support. (See Appendices 3 and 4: "Consultations: Existing Film Programs in North American Universities," and "Statements of Advice and Support.")

VI. PROPOSED CURRICULUM

A. Contents of the Curriculum

In addition to basic introductory film courses, an adequate curriculum in Film Studies should provide some offerings in each of the following key areas: at the 300-level: (i) National and Regional Cinema Traditions, (ii) Different Film Types, and (iii) the Social and Cultural Dimensions of Film; at the 400-level: (i) Theoretical Studies in Film, and (ii) Advanced and Detailed Studies in Particular Films. The recommended content for the initial Film Studies Curriculum is listed below in terms of these key areas. Courses marked with * are film courses now listed under "Interdisciplinary Studies" in the Calendar. These courses are to be converted to "Film Studies" with their present names and numbers; names and numbers are supplied for other courses in order to indicate content and to simplify reference to these courses under C) below.

With the exception of 300 "Introduction to the Study of Film" all courses are half year courses.

Basic Introductory Courses (one required as co- or pre-requisite for all other courses)

* 300 Introduction to the Study of Film

* 305 The Language of Film

National and Regional Cinema Traditions

* 310 The Canadian Film

* 311 The Hollywood Film I

* 312 The Hollywood Film II

* 313 Non-English Speaking Cinema Since 1945

314 French Cinema: An historical overview of French Cinema from the silent period to the present, with representative works of important filmmakers. (Probable parallel sections in French and English, with participation or cross-listing with Romance Languages and the Faculté St-Jean.)

315 East European Cinema: Concentration on vital periods in two East European national cinemas (Russia in the 1920s, Czechoslovakia in the 1960s), together with a selection of the work of outstanding individual filmmakers from Poland and Hungary. (Possible collaboration with outside departments.)

(Other courses, e.g., Japanese Cinema, Third World Film, would be appropriate additions here as the Department develops.)

Different Film Types

330 Documentary: Definition and historical development of the documentary film, with special emphasis on Flaherty, the Documentary Movement in Britain, the National Film Board of Canada, and recent developments in the field.

331 The Silent Film: Consideration of the silent film as an aesthetically autonomous form, with examples from the US and continental Europe.

332 Animation: The spectrum of animated film from abstract to fully representational. Concentration on early innovators, American studio animation, government-sponsored East European and Canadian animation, and the work of independent animators.

333 Experimental Film: Avant-garde, abstract, and structural film, with examples from such filmmakers as Man Ray, Buñuel/Dali, Derren, Brakhage, Warhol, Frampton, Snow.

Social and Cultural Dimensions of Film

350 Cinema as Industry: Structure of film industries; the relationship of commercial criteria and artistic, moral and political content of films.

351 Film in Society: Film as a conveyor of information about society, as a reflector of social patterns and values, and as an influence on social behaviour.

352 Film and the Other Arts: The question of film as a composite art form. Relation of film to literature, drama, music and the visual arts. The problem of adaptation.

353 Film and Television: Independence and interdependence of film and television as visual media and as industries. Differences in technology, and their effects on film and television aesthetics.

(Note: Pol.S. 493, Politics and the Film, is an option here.)

Theoretical Studies in Film

*401 Film Theory and Criticism I

402 Film Theory and Criticism II: Readings in film theory, together with study of "test-case" films. Patterns in film criticism. Practice of film criticism.

403 Genre Theory: An examination of what constitutes genre in cinema and of how genre-conventions interact with more general narrative patterns. Detailed study of at least one specific genre.

404 Film Narrative: The elements of visual/auditory storytelling. Inflection of story conventions for expressive or thematic effect. Close analysis of visual means of directing emphasis and making narrative connections.

430 Theory of Film Production: Detailed study of how films are actually made, with technical instruction and demonstration, as an aid to understanding the necessary artistic decisions in filmmaking.

Advanced and Detailed Studies in Particular Films

410/411 Directors I and II: Concentrated study of the works of individual filmmakers. Each course will deal with 1-3 important directors through representative films.

412/413 Topics in Film Studies I and II: A seminar-based examination of specialized topics in film (examples might include: actors, cinematographers or art directors as auteurs; relationship of screenwriting to finished product; specific social or human themes; aspects of mise-en-scène, etc).

B. Interdepartmental Relations

It has been guaranteed during consultations that use of film as a teaching adjunct in literature and other departments will not be opposed by the Film Studies Department. It is also to be noted that no attempt is to be made by the Proposed Department of Film Studies to co-opt currently existing Film courses in other departments (e.g. Pol.S. 493 and Art 382), or to preclude or block courses proposed in other departments which focus on film from their own specific disciplinary and theoretical perspectives (e.g. "Anthropological Film" and similar possibilities). Cross-listing of film courses between Film Studies and other departments (and even other Faculties, e.g. Faculté St-Jean and perhaps Education) will be encouraged and based on current positive examples. To facilitate such co-operation, the Film Studies Department will from the outset assist in funding some occasional outside of department film courses.

C. Degree Programs in Film Studies

The courses listed in A. above would provide adequate offerings for Majors in Film Studies in each of the B.A. (General), the B.A. (Special), and the B.A. (Honors) programs. They would also be appropriate for the proposed Four Year B.A. (General).

With regard to Majors in all degree programs, the following guidelines should be established:

(i) The first year of study is to consist of compulsory course requirements as indicated by regulations for each degree program, e.g., junior English, approved lab science, first year language, if necessary, and so forth.

(ii) An Introductory Course in Film Studies and one or two other 300 level courses in Film are to be taken in the second year. For all majors 300 is to be highly recommended as the introductory course, although 305 would be accepted as a substitute.

(iii) For majors in all degree programs the following courses are to be highly recommended: one of 310-313, one of 350-353, and 401. 430 is to be required of all majors.

(iv) For majors in all degree programs Pol.S. 493 and Art 382 are to be accepted for credit toward the major.

It is strongly recommended that students in the B.A. Honors degree program take, in addition to 300 and 430, at least one full course equivalent from each of the other key areas indicated above. An Honors degree would thus involve (as does the proposed Four Year B.A. (General)) at least two full course equivalents at the 400-level. The minimum course requirement for honors is to be eight full course equivalents.

VII. PROPOSED TIMETABLE FOR IMPLEMENTATION

Year One	Hire two tenure track teachers (one Assistant Professor and one Associate), plus one sessional (continuing position). The Associate will be "Acting Chairman." Hiring of Departmental Secretary and Audiovisual Technician.
Year Two	Hire or appoint Chairman. If Chairman appointed from existing staff, hire one additional Assistant Professor. 4 FTE, teaching 11 FCE. Hire Clerk-Typist II.
Year Three	Hire two Assistant Professors. 6 FTE, teaching 17 FCE.

VIII. EVALUATION PROCEDURES

In line with the standard procedures to review new programs after five years, the Department will be reviewed after the first five years of operation.

OPERATING COSTS OF PROPOSED NEW PROGRAM

(all amounts are in 1982-83 constant dollars)

CATEGORY	YEAR 1	YEAR 2	YEAR 3	FULL-SCALE OPERATION
Academic Staff	1 Sessional 1 Assistant 1 Associate	1 Sessional 2 Assistant 1 Associate	1 Sessional 4 Assistant 1 Associate	1 Sessional 4 Assistant 1 Associate [6 FTE]
	$ 75,456	$119,281	$177,162	$193,700
Senior Undergraduate Marking	6,000	8,000	10,000	10,000
Non-Academic Staff:				
Secretary	13,001	17,335	17,335	17,335
Audio-Visual Technician	13,000	17,334	17,334	17,334
Clerk-Typist II	-	10,467	13,956	13,956
Total Staff Benefits	11,924	20,421	29,025	31,343
Library Purchases	10,000	10,000	10,000	10,000
Film Library Purchases	10,000	10,000	10,000	10,000
Travel & Entertainment	2,000	2,000	2,000	2,000
Communications	2,700	3,100	3,500	3,500
Supplies & Sundries	2,000	2,700	3,500	3,500
Computing	1,000	2,000	3,000	3,000
Rental: Film	8,000	10,000	12,000	12,000
Video Reproduction	3,000	4,000	5,000	5,000
Equipment Replacement (Discs. machinery)	-	-	5,000	5,000
Rental, Copier	720	720	720	720
Total Operating Cost	$158,801	$237,358	$319,532	$338,388
Capital Equipment Costs	27,000	14,000	-	-
TOTAL	$185,801	$251,358	$319,532	$338,388

Notes on Operating Costs

1. Academic Staff: Year One shows nine months' salary for Assistant and Associate; eight months' salary for sessional.

   Year Two shows full salary for one Assistant, one Associate, and nine months' salary for one new Assistant and one continuing sessional.

   Year Three shows full salary for three Assistants and one Associate, and nine months' salary for two new Assistants.

   Year Four (full scale operation) shows full salary for all ranks.

2. The assumption is made that the Department begins operations on July 1, and that all non-academic appointments are made on July 1 of the appropriate year. Therefore all non-academic salaries are budgeted in the first year in all cases for nine months.

3. Total Staff Benefits are also computed on the basis of nine months in the first year of appointment.

4. Computing costs are estimated at a nominal $500 per permanent staff member.

5. Equipment replacement would begin in the third year, and would be a continuing operating cost.

The costs of Capital equipment, such as projectors, video monitors, zoom lenses, screens, etc., initially required for the department, are shown in a special capital equipment item in the first two years.

Respectfully submitted,

S. Arnold (Comparative Literature), Chairman
W. Beard (Film Studies)
A. Carlson (Philosophy)
J. Charles (Library, Special Collections)
J. DeFelice (Drama)
R. Hett (History)
W. Jungkind (Art & Design)
G. Watson (English)

October 25, 1982

Appendix 1

9 March, 1982

Report of the University Library Re: Film Studies

The Library has been acquiring a solid collection of books about film since the late 1960s, because that is an area (like fiction) which interests the casual academic reader even when courses are not being offered. Since new books in this area tend to be published by scholarly and research-oriented publishers, such books are usually offered on the Library's approval-slip program, and paid for by the Humanities and Social Sciences Library in Rutherford.

We have a respectable collection of ca. 2800 titles at present, plus 200 duplicates of key titles in Undergraduate Library (Cameron). A check of George Rehrawr's bibliography Cinema Booklist (N.Y., 1972) revealed we had 75% of the important titles.

The Library has current subscriptions to 32 film periodicals, and back-files of some now-defunct ones as well. Periodicals are notoriously hard to acquire for the Library, unless they are clearly tied into a teaching program. Once film studies becomes more than two interdisciplinary courses, it should be possible to acquire other back files and subscriptions. However, increased Library funding from the University will probably be necessary to acquire materials other than the routine flow of new books, as it always is when new programs or departments are set up.

It should also be mentioned that departments currently funding some periodicals because there appears to be no alternative may decline to do so once a formal program or department is established.

On February 16 I spoke with B.J. Busch and G.Y. Lewis, respectively Head of Humanities and Social Sciences Library (Rutherford), and the HaSSL Collections Development Librarian. They both expressed a genuine interest and enthusiasm for the current Film Studies proposal. Mrs. Busch commented that any new Humanities program with such obvious widespread interest should be welcomed. She did not think its library demands would pose unusual problems, but did point out that the University needs to be aware of increased costs for the Library whenever new programs are approved.

John Charles
Special Collections Librarian
and ad hoc member, Committee
for Advice and Information on
Film Studies

cc: B.J. Busch
G.Y. Lewis
B.B. Peel

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INTER-DEPARTMENTAL CORRESPONDENCE

TO Dr. Stephen Arnold, Chairman
Film Studies Committee
c/o Dept. of Comparative Literature

DATE May 12, 1982

FROM B.J. Busch, Head
Humanities & Social Sciences Library

Re: Library Holdings in Film Studies

As requested by John Charles, Special Collections Librarian, I am writing with respect to the ability of the Humanities and Social Sciences Library to support courses in the area of film studies.

Our preliminary assessment would indicate that courses at the undergraduate level could be supported. A check of our holdings against guides and bibliographies reveals the following:

1) Reference materials. Our collection of reference sources (handbooks, encyclopedias, directories, bibliographies) in this area is generally strong for English-language material. The only obvious areas where coverage could be strengthened would be in foreign language titles (while French holdings are good, Spanish and Italian are weaker) and in filmography.

2) Monographs. We have a good, solid collection in this area.

3) Periodicals. We have a basic collection of periodicals. As you can see from the enclosed list from the International Index to Film Periodicals, we have 19 of the 87 listed. Clearly, this is an area which needs strengthening. Unfortunately, you would be competing for funds with many departments which also require additional subscriptions to support existing programmes.

You might wish to put forth a project request to the GFC Library Committee which, if granted, would allow you to attempt to fill the gaps in important titles identified by John Charles (25% of Rehrauer's booklist) and others identified by our library staff.

As you are aware, some of the items which would be used for your programme would be particularly subject to mutilation. Thus it would be important that the Reserve Reading Room's facilities be used. Additionally, you may wish to subscribe to journals on microform for the same reason.

We appreciate the opportunity to assess library resources at an early stage and trust that you will keep us informed of your Committee's progress so that we can work together in developing our collection for the benefit of your students and staff.

Encl.

cc: J. Charles, Special Collections Librarian
G. Lewis, Collections Coordinator (HSS)
B. Peel, Chief Librarian

BJB/bb

Appendix 2

FILMS HELD BY FILM STUDIES

(and related bodies)

March 1982

Film Studies Program Collection
(stored in 2-16 Humanities Centre)

SHORT FILMS (1895-1962, from Lumière to Marker): 16

INSTRUCTIONAL FILMS: 2 on 16mm (Archaeology of the Cinema, and Origin of Motion Pictures); over 15 on video tape.

FEATURE FILMS (1915-1980): 53 on 16mm, and over 30 on video tape.

FILMS HELD BY THE DEPARTMENT OF POLITICAL SCIENCE (1934-1950): 5

FILMS HELD BY THE EDMONTON FILM SOCIETY (1919-1963): 9

Appendix 3

CONSULTATIONS: Existing Film Programs in North American Universities

Consultations with administrators of Film Studies Departments and Programs at other universities (e.g., Indiana, Southern California, Carleton, Wisconsin, Oregon, York, Rutgers, etc.) have taken place on an ongoing basis since 1977; however, a "complete" consultation has not been undertaken because such a task would be endless and repetitive, since so many universities now offer courses in film. What follows is intended as a cross-section and summary against which our proposal can be set.

One fact which emerges very quickly when investigating the programs offered by other universities is the recent provenance of Film Stuides in the academic setting. Not only has it encountered the earlier solid structures of other disciplines, but it has been claimed as its own by a surprising number of those disciplines. Courses in Film Studies, consequently, are often to be found attached to Departments of Theatre, English, Fine Arts, Speech, Comparative Literature, and Communications, amongst others. In many universities courses are offered by more than one existing department, and Majors and Concentrations in Film Stuides occur as an Interdisciplinary activity, with complications and obscurities which frequently defeat the composers of university Calendars. Clearly, such programs are the compromises arrived at when there is more than one existing department strongly interested in, or actually giving, courses in Film; and just as clearly, such compromises should be avoided if possible.

If Film Studies is a relatively new arrival in universities, it is also overwhelmingly accepted. Nor should it be thought that these programs have only been instituted as a source of easy and copious student enrollments. Many of the courses have limited enrollments, and the universities offering programs in Film could hardly be more prestigious: in Canada, the University of Toronto, McGill, UBC, Carleton, Western Ontario, Queen's, York, Simon Fraser, McMaster, Manitoba, Wilfrid Laurier, Windsor, and many others; in the United States, Harvard, Yale, Princeton, Columbia, Cornell, Stanford, Wisconsin, Ohio, Indiana, Southern California, Illinois, Northwestern, Colorado, and scores, probably hundreds, of others.

The sheer variety, as well as the differing genealogies, of Film programs across the continent make it possible to arrive at anything like a single standard model for structuring a Department of Film. In the first place, many schools offer a heavy component of Film Production courses-- something not included as a primary ingredient in our proposal. Film Departments concentrating mostly on the area of Film Studies (i.e., film aesthetics, history, criticism, theory, etc.) have a greater family resemblance, however. Here, curricula tend to be centered on (1) the Historical principle, (2) the Cultural/Geographical principle, and (3) the Generic or Philosophical principle. Our curriculum proposal contains what we believe to be a balanced combination of courses from all of those areas.

Most of the universities researched offer Majors or Concentration in Film, whether within a single independently-constituted department or not. In Alberta, however, although the University of Calgary offers Film courses within the Department of Drama, no university offers a degree in Film. The nearest Canadian university which does so is the University of Regina, which has a small Department of Film and Video which offers a B.F.A. in Film and Video, with a strong emphasis on Film Production and a fee system for recouping material costs from students. The University of Alberta would thus, in establishing a Department of Film, be answering a need amongst university students in this part of the country-- a need being met locally in most other parts of Canada already. It is not an exaggeration to say that the University of Alberta is one of the few major universities in Canada not to have an established, permanently-funded Film Studies facility.

Appendix 4

STATEMENTS OF ADVICE AND SUPPORT

1) ACCESS, February 18, 1982
2) Edmonton Public Schools, April 16, 1982
3) Faculty of Extension, April 19, 1982
4) National Film Board, Distribution Office, April 20, 1982
5) Department of Educational Foundations, June 17, 1982
6) Department of Elementary Education, June 28, 1982
7) National Film Theatre, July 7, 1982
8) Department of Secondary Education, July 8, 1982
9) Edmonton Film Society, July 14, 1982
10) National Film Board, Production Office, July 23, 1982
11) Special Sessions, July 28, 1982
12) Faculté Saint-Jean, September 14, 1982
13) Department of Secondary Education, September 28, 1982

1527

ACCESS 16930 114 Avenue
Edmonton, Alberta T5M 3S2
Telephone (403) 451 3160
Telex 037 3948

Alberta Educational Communications Corporation

February 18, 1982

Dr. S.H. Arnold
Chairman
Arts Faculty Commission on
Film Studies
University of Alberta
Edmonton, Alberta

Dear Dr. Arnold:

It has come to my attention that you are undertaking a feasibility study into the development of a new film study department for the University of Alberta, and I hereby would like to convey my encouragement and best wishes for its successful implementation. As a practitioner of the medium, I can see many benefits in the establishment of such a department.

Firstly, it would be an extremely useful resource to people already engaged in the film and television industry. Film makers in the freelance sector and in the television industry are usually too busy to engage in extensive studies of the esthetics of film, and yet our industry is in need of upgrading and developing a keen awareness in that area. I am aware that the University of Alberta has occasionally given film appreciation courses at various levels in the past. Several of my colleagues and staff members have taken advantage of these, and the reaction has been positive in most cases. I think that Edmonton is ripe to support a sustained course offering in the area. I would encourage you to consider the inclusion of experienced film makers on your faculty to assure an element of reality in your courses. At the same time, your department should provide some minimum equipment to give future students an opportunity for much needed experimentation.

Secondly, film study courses would be of benefit to potential performers in the medium. Some of them should be compulsory for the performing arts students in the BFA program.

Thirdly, I believe that film study offerings would be of general interest and contribute greatly to increasing the visual literacy level of theatrical goers and television viewers.

I have mentioned the television medium in connection with your proposed film studies department because media cannot be separated. Many films are specifically produced for television broadcast and because theatrical films are seen by larger audiences on television than in the theatre itself. Here in Canada most films are in fact produced for electronic distribution. The connection between the two media should therefore be considered in the curriculum.

Again, I would like to express my encouragement for the establishment of your proposed department. I would be pleased to provide any additional input and information you may require for your feasibility study.

Sincerely,

(signed) Dieter Nachtigall
General Manager, Production

1528

EDMONTON PUBLIC SCHOOLS

BOARD OF TRUSTEES

April 16, 1982

Stephen H. Arnold, Chairman
Committee for Advice and Information on Film Studies
University of Alberta
6-37 Humanities Centre
Edmonton, Alberta
T6C 2E5

Dear Mr. Arnold:

I wish to commend the Committee for Advice and Information on Film Studies, University of Alberta for its efforts in attempting to establish a Department of Film Studies at the University.

The establishment of such a department in the University would make a contribution to the cultural life of the community as well as providing teachers with the essential skills to assist youngsters to become more visually literate and comprehending of the continuing daily impact of the mass media on Albertans.

Yours sincerely,

M.A. Strembitsky
Superintendent of Schools

MAS/mel

EDMONTON PUBLIC SCHOOLS

INTER-DEPARTMENTAL CORRESPONDENCE

TO Stephen H. Arnold, Chairman
The Committee for Advice and
Information on Film Studies

DATE April 19, 1982

FROM C.M. Lockwood, Dean
Faculty of Extension

I have discussed your April 2 letter regarding the creation of a Department of Film Studies at the University of Alberta with my colleague, Professor Jim Shaw. We are in support of the University undertaking a venture of this sort, but in saying that I recognize the problem of obtaining resources to move ahead. The amount of resources you will require will depend on the details of your proposal, and of course these are not included in your initial letter.

In the event such a project was to be undertaken, our own Faculty interest would fall in the following areas:

1. We would like to have our film library used as a resource by the program. It is our view that all films on campus should be kept in our library where they can be properly maintained and accounted for. In many cases it is possible to make our materials available to the general public while at the same time giving first priority to intra-department use.

2. We would hope that such a program on campus would result in an increased ability on the part of our Faculty to offer continuing education in the field.

I wish you luck and success with this work and please feel free to call upon me if I can be of any assistance.

Yours sincerely,

CML/am

National Film Board of Canada
Office national du film du Canada

10031 - 103 Avenue
Edmonton, Alberta
T5J 0G9

April 20, 1982

Mr. Stephen Arnold
6 - 37 Humanities Centre
University of Alberta
Edmonton, Alta
T6G 2E5

Dear Mr. Arnold;

Thank you for your letter of April 2, 1982.

Please find hereafter our support and encouragement for the creation of a Department of Film Studies at the University of Alberta.

Film appreciation can appear as a superficial activity, one familiar to everyone. Yet standing behind the word appreciation are the following notions:

discern - to recognize, to understand, to perceive the worth and quality in film,

feel - to possess a sensitive or discriminating understanding of the notions of film,

grasp - to hold the power and ability to obtain knowledge of film.

With the above image of appreciation, the National Film Board enthusiastically encourages a Department of Film Studies for many reasons, namely:

a) Teachers are using film at an unprecedented rate. In addition to the many public libraries, the NFB offices, the four major school boards in Alberta, the six important film distribution centres across the province are all equipped with sophisticated, efficient computer technology allowing teachers to receive requested films within 48 hours. This is a classic case of the 'cart before the ox'. Teachers are offered the "goods" without knowing much about the theory and practice of film usage and impact. Should it be conceivable that in 1982, universities have failed to offer cinematographic training and culture to its students, therefore future leaders, teachers and thousands of children in the classrooms?

.../2

b) School boards, subject supervisors, audio-visual 'specialists' and teachers constantly request workshops on film utilization in the classroom. The NFB does its utmost to answer the above demands, however, an elaborate programme of courses is urgently needed to provide adequate follow-up to these necessarily superficial training sessions.

c) The National Film Board with its long standing documentary excellence firmly believes in the pedagogical force that film carries as a means for social knowledge and reflection.

d) The Edmonton film public has been elevated to one of the most important film going communities in Canada and North America. In 1981, thirty-one new film theatres opened in Edmonton. A quick touch on the calculator gives an instant indication of the thousands of people queueing up on this city's sidewalks eager to be nourished by le "7^{e} art".

e) Ten children's film clubs operate in Alberta with the help of the NFB and other agencies. These children are quickly becoming sensitive discerners of film. When they reach the University doors in a few years they will be requesting sophisticated courses on film culture, knowledge and appreciation.

f) For immediate and future consideration, hundreds of audio-visual 'specialists' in Alberta are waiting to further their studies in film appreciation in order to become more versed, competent, and active in their field.

g) The recent CRTC decision, to grant licences to Canadian pay T.V. stations, will eventually create thousands of jobs for competent and accomplished professionals in researching, directing, producing, distributing, advertising and teaching Canadian films.

It is indeed with great pleasure and satisfaction that the National Film Board incites the University of Alberta not only to establish a Film Department but encourages it to become a renowned Faculty in Alberta, in the Western Prairies, in Canada and in the world, where students can receive from a bachelor to a doctorate degree.

.../3

Please accept, Mr. Arnold, our sincere wishes for an overwhelming success in the initiative and endeavor in instituting a Film Department at the University of Alberta.

Jean-Claude Mahé,
Distribution Representative

c.c. Mr. James de B. Domville, Film Commissioner and President of the National Film Board of Canada, Montreal.

1533

INTER-DEPARTMENTAL CORRESPONDENCE

TO Dr. Stephen H. Arnold, Chairman,
Comparative Literature.

DATE June 17th, 1982.

FROM Dr. P.J. Miller, Chairman,
Department of Educational Foundations.

RE: Proposal to Establish a Department of Film Studies

Thank you for your letter of June 7th and particularly for the opportunity to comment on your committee's plan to develop a proposal to establish a Department of Film Studies at the University of Alberta. While I obviously cannot comment on the details of the proposal, I would like to offer you the following observations on the idea behind it.

The importance of a Department of Film Studies to the University and the community is, I believe, obvious and almost self evident. It is of particular and very special importance, however, to the Faculty of Education, for I have no doubt that a service course or courses offered to perspective teachers would be not only very popular but extremely valuable. Although the idea of a Department of Film Studies has not been discussed at a departmental level, I feel sure that a proposal developed along the lines suggested in your letter would receive the strongest possible support from both Faculty and students. If I can be of any assistance to you, please feel free to contact me again.

Yours sincerely,

P.J. Miller

PJM/bfs

INTER-DEPARTMENTAL CORRESPONDENCE

TO as below

DATE June 28, 1982

FROM P.A. McFetridge, Chairman
Department of Elementary Education

Committee for Advice and Information on Film Studies, Faculty of Arts:
S.H. Arnold, Chairman
Wm. Beard
A. Carlson
J. Charles
J. DeFelice
R. Hett
W. Jungkind
G. Watson

I find the concept of a Department of Film Studies an interesting one and would support its creation. Increasingly I find that the children have a sophistication in the understanding of film that offers a challenge to our student teachers and graduates.

The direct relationship of Film Studies to Elementary Education students would be limited, but there are two program options to which such courses might apply. These are the required half course in Fine Arts and the non-education options.

Please keep me informed of your Committee's success in proposing the creation of Film Studies.

PAMcF/sc

(signed in Dr. McFetridge's absence)

NATIONAL FILM THEATRE/Edmonton
REPERTOIRE NATIONAL DU FILM/Edmonton

1535

c/o The CITADEL Theatre, 9828-101 A Avenue, EDMONTON, Alta. T5J 3C6

July 7, 1982

Stephen H. Arnold
Committee for Advice and
Information on Filmstudies
Faculty of Arts 6-37
Humanities Centre
University of Alberta
Edmonton, Alberta

Dear Mr. Arnold:

One of NFT's efforts to meet the growing public interest in educationally structured film programs has been the presentation of complimentary film series to courses I.S. 300 - I.S. 301, in co-operation with the Filmstudies program. Mr. Beard has given several introductory lectures in this context. The series, which aimed to offer additional viewing material to the students and a framework for self-study to the general public, have established a most interesting dialogue between the University and the Edmonton public.

It seems evident that the creation of a Filmstudies Department would favorably influence further development of the present co-operation.

I therefore strongly support the intention to create a Department of Filmstudies. I will gladly provide any additional information requested.

Sincerely

Walter T. F. Emboo
General Manager

INTER-DEPARTMENTAL CORRESPONDENCE

TO Dr. S.H. Arnold, Chairman
Committee for Advice and Information on
Film Studies

DATE July 8, 1982

FROM W.H. Worth, Dean
Faculty of Education

Re: Department of Film Studies

Your Committee will be interested in the attached memorandum from the Educational Media Group in the Department of Secondary Education related to yours of April 2, 1982.

W.H. Worth, Dean
Faculty of Education

WHW/s

cc: Dr. T.T. Aoki

JUL 0 8 1982

INTER-DEPARTMENTAL CORRESPONDENCE

TO Dr. W. H. Worth, Dean
Education

DATE June 24, 1982

FROM The Educational Media Group
Secondary Education

Thank you for your recent letter to the Faculty concerning a proposal for a Department of Film Studies.

As educators deeply interested in all media - both in production and its affect on the audience - we would welcome the creation of such a department at the University. We also see an opportunity here for some inter-disciplinary programming between this department and the new one.

A number of our students, graduates as well as undergraduates, have taken the film studies course and have remarked on their relevance to the work being done in Educational Technology. They have also commented that courses in Educational Media, such as photography and cinematography, provide an invaluable background for film studies and are highly complementary to those courses. With this in mind we are proposing a meeting with the committee to seriously discuss the possibility of inter-departmental cooperation in the near future. We feel such cooperation would be of great benefit to the respective departments and faculties involved.

Hoping to hear from you soon.

Dr. K. L. Bowers K. L. Bowers

Dr. D. J. Engel D.E.

Dr. J. La Follette J. La Follette

Dr. C. Y. Oh C. Y. Oh

Dr. E. L. Rankin E.L.R.

CYO/jre

THE EDMONTON FILM SOCIETY

MEMBER, CANADIAN FEDERATION OF FILM SOCIETIES

July 14/82

Stephen Arnold
Committee for Advice and Information on Film Studies
Dean of Arts' Office, Humanities Centre
University of Alberta

Dear Mr. Arnold:

I welcome the opportunity your letter has provided to express the Edmonton Film Society's enthusiasm at the prospect of a Department of Film at the University of Alberta.

For almost 50 years in Edmonton, the Society has tried to encourage the idea of cinema as an art form, and we naturally feel strongly that it deserves its place within the academic community just as the other arts do. Indeed, I might say that we regard the establishment of a local Department of Film as somewhat overdue, especially considering the efforts of other universities around the country in this field.

Ever since the present limited Film Studies program at the U of A began, there has been close cooperation between ourselves and it. I am sure I speak for all the Society's many patron-members, both on and off campus, when I say that we look forward to the establishment of Film Studies at the University with anticipation and excitement. Surely the addition of this most important area to the curriculum would be a great benefit to the whole community- certainly we can testify to an already existing interest.

If there is any further way in which the Society can be of assistance in your efforts, please do not hestitate to let us know.

Yours sincerely,

Ralph Horak

Ralph Horak, President
Edmonton Film Society
501-10015-119 St.

National Film Board of Canada / Office national du film du Canada

1539

North West Production Studio
9722 - 102 Street
EDMONTON, Alberta
T5K 0X4

(403) 420 - 3010

July 23, 1982

Stephen Arnold
Chairman
Film Committee
Faculty of Arts
University of Alberta

Dear Stephen:

This letter is to confirm our earlier conversations on the subject of the viability of a full film programme in the Faculty of Arts. I feel such a programme would be of great value to the film community in Alberta and Western Canada as a whole.

The development of film education here to date has taken a largely technical direction, with little attention given to inter-disciplinary work. Study in the areas of aesthetics, history, english literature, and the social sciences and their connection to the art of film making has been largely ignored. The N.F.B. has worked with the Department of Drama at the University of Alberta for five years now, conducting an annual workshop to explore the relationship of theatre and film. The N.F.B. would be willing to participate in similar workshops in other fields of study in collaboration with the film programme proposed. Edmonton is an ideal location for such sessions as the professional film making community here is extremely broad based and can be drawn on as a valuable practical resource to supplement the more theoretical work of your instructors. I can't think of a better location for such a programme on the prairies.

If a graduate programme were ever to emerge, especially one which took more of a production direction, the N.F.B. would be willing to incorporate the top students into some of its ongoing productions in an apprenticeship capacity. The involvement of such students in our work, and hopefully their later development as film makers, would be a great boom in developing a distinct Western Canadian film industry. I hope the first steps are taken quickly in setting up the type of programme that would make this possible. We would be more than willing to provide any assistance you may need in the period ahead.

With best wishes,

T. Radford
Executive Producer
North West Production Studios

plb

1540

INTER-DEPARTMENTAL CORRESPONDENCE

TO Dr. Stephen H. Arnold, Chairman
Dept. of Comparative Literature

DATE July 28, 1982

FROM K. L. Carswell, Director
Special Sessions

Re: Committee for Advice and Information on Film Studies

Thank you for your letter concerning your interest in a Department of Film Studies.

I beleive there is a increasing interest in film studies along with a growing film industry in Western Canada. My main interest would be in how new courses and a new Department would affect Spring and Summer Session. I understand the courses offered thus far in winter session have attracted good enrollments and this is usually a good indicator of a courses success in Spring and Summer Session. I would welcome any new courses which would attract an adequate number of students. A Department would do much to increase the profile of this area of study.

Sincerely yours,

K. L. Carswell, Director
Special Sessions

KLC/jpn

FACULTE SAINT-JEAN
8406 - 91E RUE
EDMONTON, ALBERTA T6C 4G9
TELEPHONE: 466-2196

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA

September 14, 1982

Dr. Stephen H. Arnold, Chairman
Committee for Advice and Information
on Film Studies
6-37 Humanities Centre
University of Alberta

RE: Report of the Committee for Advice and Information on Film Studies

Dear Dr. Arnold:

This letter is to confirm our earlier conversations concerning the above named report.

The creation of a Department of Film Studies at the University of Alberta can only be a genuinely positive one. In fact, the need for a programme of Film Studies is to me self-evident. Since the film is possibly the most popular art form in contemporary world, it deserves much more attention than it has received at a university of this stature. Film should be studied as an art form with its own intrinsic qualities and values, but also with attention to its potential as a tool/technique of learning in many other disciplines. The university has a duty to provide the community with knowledge that will guarantee its conscious appreciation of the medium, its traditions and its relationship to other aspects of our cultural life.

For our faculty, it is easy to see inter-disciplinary programming between this new department and ours.

Also, I would like to confirm that our faculty will accept to participate in this new venture by having a representative on the organizing committee. It is my hope that an introductory course (and possibly more in the future) could be offered in French at Faculté Saint-Jean.

Wishing you luck and success, I again pledge my support and the resources at my disposal to this new department whose creation is long overdue.

Sincerely,

G. Morcos,
Dean

GM/msc

xc: P. Dubé

INTER-DEPARTMENTAL CORRESPONDENCE

TO Mrs. E. Solomon, Secretary
General Faculties Council

DATE September 28, 1982

FROM Dr. T. Aoki, Chairman
Department of Secondary

RE Faculty of Education Council/Program Changes
Circulated on August 24, 1982

I am responding to your memo of September 1, 1982 in which you have forwarded to Dean Worth a copy of a letter from Dr. S.H. Arnold, Chairman of the Arts Faculty Committee for Advice and Information on Film Studies. In the letter Dr. Arnold suggests that the Faculty of Education consider adding Int.D. 300 (Introduction to the Study of Film) to options available in our Department's minors in Educational Media (Learning Resources emphasis and the Instructional Technology emphasis).

I have discussed Dr. Arnold's interest as stated above with my Ed. Media staff and wish to indicate that we have no hesitation in including Int.D. 300 as an option for the Media minor. We are now taking action to make appropriate changes in the calendar so that Int.D. 300 will appear in next year's calendar.

Please convey to Dr. Arnold our appreciation for his interest in our program.

Dr. T. Aoki, Chairman
Department of Secondary Education

TA/ef

c.c. Dr. S.H. Arnold, Chairman
Arts Faculty Committee for Advice and Information on Film Studies
Dean Worth, Faculty of Education
Dr. K. Jacknicke, Assoc. Chairman, Department of Secondary Education
Dr. D. Engel
Dr. J. LaFollette
Dr. C.Y. Oh

1545

FACULTY OF ARTS
RECEIVED
MAR 15 1979
OFFICE OF THE DEAN

Dean Baldwin
Faculty of Arts

We, the undersigned students, submit the following petition requesting:

1) a continuance of the current course offering Interdisciplinary Studies 300 (History of Film)
and
2) further course offerings in the field (possibly one dealing with the Aesthetics of Film)

As students currently enrolled in Interdisciplinary Studies 300 we have discovered, largely through the qualified and appreciative efforts of Prof. W. Beard, the medium of film to be an advanced art form. We are grateful for having been offered the opportunity to study and develop an understanding of the medium.

We further submit that in the fragmented and detached twentieth century film has burgeoned into a primary didactic means of artistic communication. Aside from social commentary, film has been the avenue of much political, philosophical and free-lance artistic thought. Recognising this, progressive universities around the world have established departments to study the medium.

We therefore request that, once again, the faculty pool minimum departmental contributions and offer a course in the History of Film.

In addition, although we acknowledge that this is an era in which the university has been under severe financial restraints, we submit that the importance of the medium warrants a course offering in the Aesthetics of Film. The sheer magnitude of the medium made it necessary for Prof. Beard to concentrate on its historiographic aspects and, (although not neglecting theoretical developments and technical advances), the constraint of time prevented a thorough and comprehensive exploration into cinematic speculation.

The enthusiasm and the interest that the course has generated can only be understated. We sincerely hope that budgetary restrictions will not prevent the addition of a film aesthetics course. Is it possible that there are agencies that you can approach for additional funding in order to ensure the continuation of offerings on film?

We ask that you forward our requests to the various departments of the Faculty of Arts and we invite both yourself and the departments to contact us (through the spokesmen listed below) for further and extensional submissions.

This petition accompanied by 80 signatures of students from Interdisciplinary Studies 300 — not reproduced. CA Moore 20/03/79

1546

March 20, 1979

Mr. Michael Green
7721 - 110 Street
Edmonton, Alberta
T6G 1G3

Dear Mr. Green:

In the absence of Dean Baldwin, I wish to thank you and the other student signatories of the petition concerning courses in Film Studies for your expression of interest in and appreciation of this discipline.

The Faculty office intends to support Film Studies again next year to the best of its financial ability and, in fact, because of strong student interest, has made that support one of its priorities in preliminary budgetary submissions. Of course, at this time we have no idea whether the new budget will force us to cut back in many academic areas, will allow us to maintain the status quo, or will permit us to help out programs such as Film Studies, which we would very much like to develop.

So far as I know, this is the first proposal that funds be sought for next year in order to introduce a new course in film aesthetics (it is quite possible, however, that Dean Baldwin is aware of this desire). We have already indicated to the University authorities our interest in the University's seeking from the public domain funds to allow development of programs in the Arts such as Film Studies. However, we know of no agency that would be interested in funding the program. Unfortunately, agencies such as the Canada Council will not enter directly with grants into the area of programs, since that is a provincial jurisdiction.

Like yourselves, we appreciate greatly the unstinting efforts of Dr. Beard and members of the Film Committee. Recently, we used those individual endeavours as an example, during a presentation to the University Senate, of the way in which our Faculty was trying still to be creative despite the deadening effects of recent budgets.

You can be assured that we will do our best to keep Film Studies going and, within our capabilities, to develop the program.

Sincerely,

Charles Moore
Acting Dean

cc: Dr. W. Beard

P.S. Copies of your letter have been sent to Dr. Beard and to the Chairmen of Comparative Literature, Philosophy, Art & Design, Romance Languages, English, Political Science, and Drama. In order that there not be misunderstanding, it should be understood that the History of Film course is funded directly by the Faculty, not by the Departments that have membership on the Film Committee.

Excerpts from letters from former U. of A. film course students

Note: Most excerpts refer to Int.D. 300, Introduction to the Study of Film; excerpts are organized under three main topics.

1. Importance of studying film

It is vital to critically examine film because of the increasingly significant place the cinema has in modern life.

Alberta is long overdue for a concentrated and responsible program in Film Studies.

Educators use films for teaching, advertisers for persuading, governments for propaganda, industry and military for training, and it's also viewed as an art form and a source of entertainment. So it's important that viewers of film understand the messages the film-maker is attempting to provide. Film literacy should be studied and deserves a place within the university just as departments of literature, art and music develop knowledge of those areas.

Film is a vital and influential ingredient of our society.

Since film is a dominant force within our world it is important to understand it on as many levels as possible.

In an age when more people see films than read books (an unfortunate but true situation) these films should be topics of intellectual activity in our University.

2. Relevance to other courses

Film courses were as essential to my liberal arts education as my major was.

Int.D. 300 was most useful in connecting material from English, Philosophy and Comparative Literature. Many professors rely on films for accessible examples in their classrooms.

Since film history intersects literary history at many points, critical training in my film course had immediate application in other courses.

3. High standards of the courses

Int.D. 300 was among the most interesting and stimulating courses I took.

The film course was definitely not "Mickey Mouse." It was a challenge and it required a lot of time and effort.

I found the quality of instruction to be excellent and was very impressed by Int.D. 300.

The course was well thought out, efficiently organized and very well taught.

As a student for four years I have rarely encountered as complete and inspired analyses of works of art as I enjoyed regularly in Int.D. 300.

EXECUTIVE COMMITTEE
Minutes of Meeting of February 4, 1983
2:00 - 4:00 p.m.

PRESENT: T. H. White (Chairman), D. Barnet, E. D. Blodgett, A. Buse, P. Clements, M. Fletcher, H. T. Lewis, U. Trumpener

The newly-elected member from the Humanities, Professor P. Clements (English), was welcomed to the Committee.

1. Agenda
The agenda was agreed upon as circulated.

2. Minutes of November 10, 1982 Meeting
The Minutes were approved, on a motion by Professor Buse, seconded by Professor Barnet.

3. Record of Executive Committee Actions Since November Meeting of the Committee

3.1 Approval of Late Graduands (ref. item 10, 10/11/82)
Acting on behalf of Council, the Executive approved (by telephone ballot) the following late graduands for November Convocation.

Robert Grant Crookes	B. A. (General)
Betia Ball	B. A. (Special) Certificate of Equivalence
Linda May Mueller	B. A. (General) With Distinction

3.2 Executive Committee Nominations for the GFC-Conducted Election to Elect Two Teaching Faculty to the Presidential Review Committee
Dr. Horowitz has indicated his interest in serving another term as President. In response to a call for nominations to elect two teaching faculty to serve on a Presidential Review Committee, the Executive forwarded the following nominations to the Secretary of General Faculties Council:

Professor M. V. Dimic	Comparative Literature
Professor B. L. Evans	History
Professor R. D. McMaster	English

3.3 Undergraduate Teaching Awards Committee (ref. item 6, AFC, 23/11/82)
A slate of nominations to elect three faculty members (one from each division of the Faculty) was struck in consultation with Arts Representative Council. An election was conducted and Professor B. Harris (Music), Professor J. Foster (History), and Professor J. McMaster (English) have been elected to serve three-year terms on the Committee.

4. Departmental Councils (ref. item 3, 14/10/82)
In accordance with a request from central administration to have internal councils for all departments established by last Fall (following a standard model format) and to have variations to the model approved by the appropriate Faculty Council, the Executive agreed to forward the following requests to Arts Council for approval, on a motion by Professor Barnet, seconded by Mr. Fletcher.

4.1 Classics
(e) one graduate and one undergraduate student representative.

4.2 English
(d) all full-time temporary academic staff;
(e) 10 duly-elected members of the Graduate Students of English Association and two duly-elected Honors students.

5. Arts Building

The Chairman sought the Executive's advice on a possible strategy to be used in preparing a response to the Vice-President (Facilities & Services) about the future of the Arts building. In his memo, Mr. Phillips has asked the Faculty to consider whether, in the longer run, it might be more advantageous for Arts to consider construction of a Humanities II Centre, at the time the Faculty of Business is able to justify additional space needs; and to trade off the Arts building (which would then become Business II) at sometime in the future for a newly constructed Humanities II. A new Humanities Centre, as proposed, would be similar to the present one and would provide considerably more space than the renovated Arts building. It is expected the language departments, as well as the Canadian Studies program, would be housed in this new centre. The Chairman thought, however, that traditionalists within the Faculty may oppose the trading away of the Arts building by the Faculty.

In general, the Executive considered the timing too premature to consider a new Humanities II Centre, especially if the Faculty of Business has yet to ask for more space. The Executive recommended the Chairman respond to Mr. Phillips that the Facilities and Services Office proceed with the plans to renovate the Arts building. The response would not include any suggestions about the possible tradeoff of the Arts building for a new Humanities Centre in the distant future.

6. Reports Concerning Teacher Development and Teacher Internship Programs in Alberta

Dean Worth (Education) has invited comments from faculties on campus about two reports. 1) A Report Prepared by a Tri-University Committee (appointed by the Provincial Deans of Education): "Planning Teacher Development from a Career Perspective," and 2) Internship Ad Hoc Committee Report On Internship and Competency Examinations.

Professor Forrest (English), a member of the Board of Teacher Education and Certification, was available to discuss the two reports with the Executive. In general, the Executive responded very favorably to the recommendations contained in the reports.

The former-noted report was prefaced with the following remarks:

> "A number of new practices in teacher development are being implemented, or are under active consideration, at the present time in Alberta. Extended practicum programs have been implemented and have recently been strongly endorsed by a provincial review committee in their report Theory to Practice. The continuing education of teachers who have already achieved certification has become a major preoccupation of the professions and the universities. School systems are becoming increasingly aware of the importance of induction programs which take into account the problems experienced by beginning teachers in the transition from a university program to classroom responsibilities. Internship programs have been proposed as another means to support teacher development in the transition years."
>
> "These various initiatives serve as indicators of an emerging partnership on behalf of teacher development, involving the profession, local school systems, the provincial government and the universities. This

is a partnership in need of a plan which articulates broad goals for teacher development, delineates the responsibilities of the various partners, and establishes a framework for coordinated action."

"As a step in the direction of developing such a plan this paper has been written. It calls for the various agencies and institutions to recognize that teacher development can best be understood from a career perspective, and that a new partnership is needed to sustain career-spanning teacher development."

"Specific impetus was given to the preparation of this paper by the three "tri-university" conferences sponsored by the Universities of Alberta (1979), Calgary (1980), and Lethbridge (1981). Major themes emerging from these conferences are reviewed in the introductory section of the paper."

"Transcending these specific themes, however, is the realization that a new perspective on teacher education is needed -- a perspective which encompasses teacher development over the course of a career -- and that a new partnership is needed to sustain the actions called for by the career perspective."

This report continued to present a case for a new kind of partnership and planning framework to sustain the co-ordinated actions called for by the career perspective. The Executive supported wholeheartedly this call for continued career development for teachers and noted especially the emphasis on an extended liberal arts component. Professor Forrest suggested the Faculties of Arts and Science collaborate in establishing a liaison committee to prepare new course possibilities referred to in this report. Already, within this Faculty, a Continuing Education Program has been quite successful.

The Chairman suggested also that a statement in support of alternative routes of teacher education be included as part of the Faculty's response.

The latter-noted report, prepared by the Internship Ad Hoc Committee, contained certain recommendations regarding teacher internship and teacher competency examinations in Alberta. Regarding teacher internship the committee has concluded, "An Alberta four-year B.Ed. degree (including an extended practicum), or its equivalent, is a necessary requirement prior to any internship." While agreeing with this conclusion, the Executive thought the equivalent degree should be specified as a B.A. or B.Sc. The Executive also noted this meshed with an earlier Executive recommendation, made in March, 1981, to the Minister of Education about teacher internship.

Regarding teacher competency examinations the Internship Ad Hoc Committee has concluded the major purposes of such exams would provide: "(i) objective data and norms relevant to establishing a minimum level of competency for effective teaching; (ii) the individual with information pertinent to his strengths, weaknesses and deficiencies relevant to professional competence; (iii) feedback to the faculties of education and to other faculties and institutions with respect to certain aspects of their preparatory programs; (iv) an additional basis upon which to make decisions with respect to licencing and certification; and (v) an element of public accountability with respect

to entering teachers, through the requirement of demonstrating a minimum level of competency in certain key areas." Such exams would be of two types, would be comprehensive in scope and would sample knowledge rather than test the depth of mastery of specific fields of study. The Executive endorsed these types of examinations and strongly recommended a third type of exam for junior and senior high school teachers that would test subject-area competency. Thorough knowledge of subject matter being taught was viewed as being just as important as fulfilling internship requirements.

The Dean was instructed to prepare a response to Dean Worth about these two reports, with the comments expressed by the Executive in mind.

7. Committee Memberships

7.1 Academic and Program Advising Committee

Item deferred.

7.2 Canadian Studies Committee

The membership on this Committee has been revised as follows:

A. D. Fisher	Anthropology
E. D. Blodgett	Comparative Literature
G. B. Peacock	Drama
R. A. Pendergast	Economics
D. Barbour	English
J. A. Eagle	History
G. Dacks	Political Science
A. Purdy	Romance Languages/Co-ordinator CANST 400
G. Laxer	Sociology
S. Jackel	CANST 300/301 Co-ordinator
R. Nursall	CANST 305 Co-ordinator
G. Lowe	Curriculum Committee representative
R. J. Carney	Educational Foundations
G. Allaire	Faculté Saint-Jean
N. R. M. Seifried	Geography
R. J. Middleditch	Student Programs Office
B. Aloneissi	student member
C. Beck	student member
S. Young	student member

The Executive agreed to forward the revised membership list to Council for approval.

8. Recommendation from the Committee on Academic Standing Regarding the Douglas E. Smith Gold Medal in Arts (ref. item 4.2, AFC, 17/5/82)

This medal is awarded to a graduating Arts student in the B.A. (Special) program who has shown "the highest distinction in scholarship." At last May's Council meeting, the graduating student with the highest gpa, in a B.A. (Special), had not carried a full course load in every year of his program; the runner up had always carried a full-course load, but she was one decimal point below the winner's gpa. The matter of eligibility for awards of students with decelerated programs was referred to the Committee on Academic Standing for a recommendation.

It was the unanimous opinion of the CAS "that the highest distinction in scholarship could only be demonstrated by an individual who was taking at least five full-course equivalents in each of the last three regular sessions. It was further noted that both the B.A. (Special) and B.A. (Canadian Studies) programs require a student to carry such a full course load in each session. The Committee felt that, if students with decelerated programs were to be considered, it would alter the criteria of the award and that a considerable amount of careful demonstration would be required showing justification for the deceleration and evidence that it imposed a burden on the student equal to that of carrying a full-course load. They (CAS) considered that this would add unwarranted complications to a procedure that is already sufficiently complex."

"Since the Award of Distinction in a four-year program, other than the Honors program, is based on the grades earned in the last three years of that program, the Committee (CAS) recommends that the same criteria be used for the award of the Douglas E. Smith Gold Medal in Arts. The Committee (CAS) also recommends that the B.A. (Canadian Studies) program be included as a program in which this award can be won."

It was moved by Professor Lewis, seconded by Professor Buse,
TO forward the recommendation of the Committee on Academic Standing to Council for approval.

Motion carried

9. Agenda for the February 15 meeting of Arts Representative Council

The following agenda was set for the February 15 meeting of Arts Representative Council:

a. approval of the agenda.
b. approval of the Minutes of the November 23, 1982 Council meeting.
c. report of the Executive Committee.
d. request from the Society for the Protection of Architectural Resources in Edmonton (deferred from November AFC meeting).
e. report from the Advancement of Scholarship Fund Committee.
f. recommendation from the Committee on Academic Standing.
g. other business.

10. Adjournment

By general consent, the meeting adjourned at 4:05 p.m.

Chairman

EXECUTIVE COMMITTEE
Minutes of Meeting of March 7, 1983
11:00 - 12:40 p.m.

PRESENT: T. H. White (Chairman), D. Barnet, E. Blodgett, A. Buse, H. T. Lewis, U. Trumpener

1. Agenda
One item was added to the agenda: Arts-Business Pedway.

2. Minutes of February 4, 1983 Meeting
On a motion by Professor Blodgett, seconded by Professor Buse, the Minutes were approved.

3. Departmental Councils (ref. item 4, 4/02/83)
In accordance with a request from central administration to have internal councils for all departments established by last Fall, following a standard model format, and to have variations to the model approved by the appropriate Faculty Council, the Executive agreed to forward the following requests to Arts Council for approval, on a motion by Professor Buse, seconded by Professor Lewis.

3.1 Anthropology
(d) all members of the non-academic staff of the Department;
(e) all graduate and special students, and two undergraduate student members, elected by the full-time B.A. (Special) and B.A. (Honors) students.

3.2 Philosophy
(d) any part-time permanent academic staff member whose appointment is at least 0.5 FTE, and all sessional staff;
(e) all graduate students in degree programs and qualifying students, all Honors students and B.A. (Special) students.

3.3 Religious Studies
(e) one undergraduate student.

3.4 Sociology
(e) three M.A. students, three Ph.D. students, and three undergraduate students registered in four-year programs, majoring in Sociology.

4. Report of the Dean's Advisory Committee on Plagiarism and Academic Cheating (ref. item 7, 19/08/82)
(The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.)

In its report, the advisory committee had identified four kinds of academic dishonesty: plagiarism, academic fraud, academic theft and cheating on examinations. No specific recommendations had been made on a possible range of penalties to deal with academic dishonesty; however, four recommendations were made by the advisory committee:

1. That all departments advise teaching staff of the existing regulations and ensure that these are made clear to each class at the beginning of the term.

2. That each department inform all of its students of the need for full and accurate citation, of policies on plagiarism and academic fraud, and distribute instructions for the proper form of citation and essay writing in that discipline;

3. That the definitions of plagiarism, academic fraud and academic theft offered in this report be considered for adoption (as faculty policy) by Arts Faculty Council;

4. That should these be adopted (presumably in modified form) it be with the understanding that individual departments have the option to modify them in ways suitable to individual disciplines without changing the overall structure of the regulations.

The Executive agreed to present the report, as a preliminary one, to Arts Council, and to recommend approval of the four recommendations, on a motion by Professor Blodgett, seconded by Professor Trumpener. It was also agreed to ask the advisory committee, following consideration of the report by Council, to describe a mechanism to impose penalties on a universal basis within the Faculty and to also provide a definition of cheating on examinations (which was not provided in the report).

5. Arts-Business Pedway (ref. item 6, ARC, 15/02/83)

Following the February Council meeting, a petition was drawn up by member departments of the Arts building and presented to the Vice-President (Facilities and Services). The following letter accompanied the petition:

Dear Vice-President Phillips,

"It has fallen to me (C. Moore) to present this petition to you. We are sorry that concerns over the plan to link Arts to Commerce come so late: that delay is due to the fact that we became aware of this plan only when a letter from an outside organization recently brought the plan to the attention of Arts Representative Council and when staff from your office explained it to Council. The petition is, then, the result of our Dean's Advice at that meeting and is based on the assumption that, after fifteen years of our planning for its renovation, the Arts building would continue to be occupied by Arts departments. That such may not be the case had not been suggested to us until the recent Council meeting."

"The petition's signatories are concerned not just about the proposed north linkage, but also about the likelihood that, with a north linkage in place, a south linkage with Rutherford would be the next "logical" step. That prospect, especially, causes us concern for the historical and aesthetic value of this remarkable old building. From a more practical point of view, the signatories are concerned that the building's size, design, class-room disposition, and the nature of the language teaching that goes on in the building do not lend themselves to through-traffic on both the first and second floors (only the third floor would escape). The building is already a difficult one in which to teach because of "corridor" noise; making the second floor into a designated

"through traffic" area would render the teaching function even more difficult."

"The signatories of the petition trust that your office will give its usual, sympathetic consideration to their concerns and objections."

Sincerely,

C. H. Moore
Professor

As background information, the Dean informed the Executive that the policy to link up new buildings on campus was passed by GFC in the early '70s. No objections were raised by any Faculties then. As a result of this policy, the Dean thought it would not be incumbent upon the Facilities and Services Office to consult with affected Faculties in every instance of a link up being constructed. As part of a larger campus policy, it could be suggested that consultation occur with affected Faculties, before blueprints of link ups are approved. The Executive's discussion concluded with the following motion being moved by Professor Trumpener, seconded by Professor Lewis,

THAT the Faculty of Arts agrees with the University's policy on the necessity to have linkages between buildings on campus. However, because of aesthetic considerations and because of difficulties associated with a heavy traffic flow in the older Arts building (narrow corridors, loud noise levels), the Faculty of Arts opposes the proposed pedway between the Business and Arts buildings. Instead, the Faculty of Arts favours a link with Arts and the Rutherford Library complex only. This more restrictive arrangement would provide linkages with all of the buildings involved and at the same time address the concerns expressed above.

Motion carried

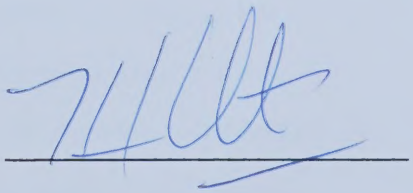
6. Agenda for Arts Representative Council Meeting on March 22, 1983

The agenda for the March Council meeting was set as follows:

1. Approval of the agenda.
2. Approval of the Minutes of the February 15, 1983 Meeting.
3. Report of the Executive Committee.
4. Report of the Dean's Advisory Committee on Plagiarism and Academic Cheating.
5. Other business.

7. Adjournment

By general consent, the meeting adjourned at 12:40 p.m.



Report of the Dean's Advisory Committee on Plagiarism and Academic Cheating

The Committee has examined the existing GFC regulations and reviewed policies on plagiarism and academic dishonesty at several other universities in North America. In addition, we circulated a memorandum to all departments in the Faculty of Arts and all deans of other faculties asking for information about their present policies. In general, the responses have been that:

(a) Individual faculty members are not apprised of the GFC statement on plagiarism and academic cheating (Articles 43.2.2.1 and 43.2.3.1) until the need arises;

(b) Departments do not circulate a statement to faculty which is more specific than the GFC statement;

(c) Departments do not circulate a statement to students in which plagiarism and academic cheating are defined and the departmental policy on penalties is set forth.

It seems to be a wide-spread sentiment that more explicit statements on academic dishonesty and the penalties which can result would be useful both for staff and students. We have identified four major kinds of academic dishonesty: plagiarism, academic fraud, academic theft and cheating on examinations. We offer the following suggestions as to how a statement on the first three might be written.

Plagiarism means that you have represented someone else's work or ideas as if they were your own. Normally plagiarism involves the use of words or ideas from someone else's work without giving full acknowledgement, but it is also plagiarism to alter the form or content of that work to conceal the source.

Academic fraud can take many forms. It is fraudulent to purchase work written or created by someone else and submit it as your own. It is also fraudulent to write or create work in the knowledge that it will be used by someone else as his own work, whether you are paid or not. Academic fraud also refers to misrepresentation of research results. For example, if you alter data from an experiment to prove an hypothesis you are guilty of academic fraud. Other forms of academic fraud include: (a) Falsifying transcripts or other documents, or submitting documents you know to be false, so as to misrepresent your academic standing and achievements; (b) Deliberately misrepresenting the sources or substance of published or unpublished materials cited or used in your own work.

Academic theft includes (a) Misuse of funds granted to you for a specific purpose (e.g., using research funds for personal gain or for a purpose other than that detailed in the proposal for which the funds were awarded); (b) Unauthorized use of University funds or facilities.

Penalties

We do not think it is appropriate for us to make specific recommendations on the matter of penalties. It is clear that interpretation of current GFC policy vary widely throughout the University and that the regulations are applied inconsistently. We recommend that clear guidelines be established as to what constitutes an offense and what offense merits what penalty. We recommend that these guidelines be applied uniformly throughout the Faculty of Arts, and we recommend that there be a fair and efficient appeal process; whether the latter should be at the departmental, faculty or GFC level is a matter for further discussion.

We also recommend the following:

(1) That all departments advise teaching staff of the existing regulations and ensure that these are made clear to each class at the beginning of term;

(2) That each department inform all of its students of the need for full and accurate citation, of policies on plagiarism and academic fraud, and distribute instructions for the proper form of citation and essay writing in that discipline;

(3) That the definitions of plagiarism, academic fraud and academic theft offered in this report be considered for adoption (as faculty policy) by Arts Faculty Council;

(4) That should these be adopted (presumably in modified form) it be with the understanding that individual departments have the option to modify them in ways suitable to individual disciplines without changing the overall structure of the regulations.

B. Harris, Music
P. Johnston, Political Science
D. Lubell, Anthropology (Chair)
H. Ludwig, Philosophy (Honors student)
B. Mitchell, English
L. Penrod, Romance Languages
S. Stambaugh, English
D. Tupling, Political Science
(Graduate student)

1983 03 02

EXECUTIVE COMMITTEE
Minutes of Meeting of April 15, 1983
2:00 - 4:00 p.m.

PRESENT: T. H. White (Chairman), P. Clements, D. Barnet, E. Blodgett, A. Buse, M. Fletcher, H. T. Lewis, U. Trumpener

1. Minutes of March 7, 1983 Meeting
On a motion by Professor Trumpener, seconded by Professor Buse, the Minutes were approved.

2. Department Councils (ref. item 3, 7/3/83)
In accordance with a request from central administration to have internal councils for all departments established by last Fall, following a standard model format, and to have variations to the model approved by the appropriate Faculty Council, the Executive agreed to forward the following requests to Arts Council for approval, on a motion by Professor Clements, seconded by Professor Blodgett.

2.1 Anthropology (ref. item 3.1, 7/3/83) (revised)
(d) all full-time temporary academic staff appointments and all non-academic staff members of the department.

2.2 Classics (ref. item 4.1, 4/2/83) (revised)
(d) one sessional staff member, elected by the sessional staff of the department.

3. Council/Committee Memberships
Memberships on Arts Faculty committees were reviewed in light of leaves, completion of terms and resignations.

3.1 Academic Planning Committee

Outgoing member	Executive nomination
R. Gruhn, Anthropology	H. T. Lewis, Anthropology

It was moved by Professor Blodgett, seconded by Professor Clements, THAT nominations cease.

Motion carried

3.2 Academic and Program Advising Committee

Outgoing members	Executive nominations
D. Barnet, Drama (Chairman)	B. Bentz, Art and Design
D. Kuiken, Psychology	R.A. Pendergast, Economics
R. Nielsen, Classics	P. A. Robberecht, Comparative Literature

(Back-up nominations: J. Sybesma-Ironside, Art and Design)

It was moved by Professor Blodgett, seconded by Professor Lewis, THAT nominations cease.

Motion carried

3.3 Admissions and Matriculation Requirements Committee

Outgoing members	Executive nominations
D. J. Moss, History (Chairman)	J. Brumlik, Romance Languages
L. Penrod, Romance Languages	R. Gilsdorf, Political Science
M. Prokop, Germanic Languages	L. N. McKill, English

(Back-up nominations: P. Saram, Sociology)

It was moved by Professor Trumpener, seconded by Professor Lewis,
THAT nominations cease.

Motion carried

3.4 Curriculum Committee (Deferred)

3.5 Salaries and Promotions Committee

Outgoing members	Executive nominations (Faculty-wide election, three-year terms, members from at-large)
O. P. Dickason, History	D. Bessai, English
M. V. Dimic, Comparative Literature	K. Gupta, Economics
H. T. Lewis, Anthropology	L. Pratt, Political Science
A. M. Small, Classics	P. Prestwich, History
	T. Priestly, Slavic & East European Studie
	R. Shiner, Philosophy
	J. Sybesma-Ironside, Art and Design

It was moved by Professor Blodgett, seconded by Professor Lewis,
THAT nominations cease.

Motion carried

3.6 Committee on Teaching

Outgoing members	Executive nominations (Faculty-wide election
L. H. Craig, Political Science	R. J. Buck, Classics
D. J. Hall, History	C. Q. Drummond, English
C. W. Hobart, Sociology	C. G. Hickey, Anthropology
J. C. MacKenzie, Philosophy	J. Forrest, English
	J. Foster, History
	G. Perks, Drama
	M. M. Van de Pitte, Philosophy

It was moved by Professor Clements, seconded by Professor Barnet,
THAT nominations cease.

Motion carried

3.7 Tenure Committee: Faculty Panel

Outgoing members	Executive nominations (Faculty-wide election, two-year term, divided evenly between FA/H and SS)
A. Fisher, Music	J. Freeman, Art and Design
M. Prokop, Germanic Languages	E. Mozejko, Comparative Literature
	E. Stambaugh, English
	B. Tarver, Drama
	R. Thornberry, Romance Languages
G. Hirabayashi, Sociology	L. C. Green, Political Science
	N. Stehr, Sociology
	E. Waugh, Religious Studies

It was moved by Professor Blodgett, seconded by Professor Barnet,
THAT nominations cease.

Motion carried

3.8 General Faculties Council

It was reported that four members' terms on GFC will expire this June.

Outgoing members	Executive nominations
P. J. Cahill, Religious Studies	A. Carlson, Philosophy
C. W. Hobart, Sociology	T. Hartnagel, Sociology
R. J. Merrett, English	E. Lechelt, Psychology
J. C. MacKenzie, Philosophy	D. Lubell, Anthropology
	R. Nielsen, Classics
	J. Orrell, English
	J. Terfloth, Drama

(Back-up nominations: J. Golec, Sociology; J. R. Wilson, Classics)

It was moved by Mr. Fletcher, seconded by Professor Buse,
THAT nominations cease.

Motion carried

(Departments no longer represented or not presently represented will be invited to present additional nominations on the floor of the May 16 Arts Faculty Council meeting.)

3.9 Research Grants Committee

Outgoing members
P. Demers, English
A. Forbes, Art and Design
R. Hamowy, History

Executive nominations

Primary members
M. L. Kosinski, Art and Design
J. Crowther, English
C. G. Hickey, Anthropology

Alternate members
V. Chan, Art and Design
R. Young, Romance Languages
A. Buse, Economics

Acting on behalf of Council (so the committee would be in a position to meet almost immediately), the full slate of nominations for this committee was approved on a motion by Professor Buse, seconded by Professor Blodgett.

3.10 Arts Faculty Membership on Faculty Councils: 1983-84

3.10.1 Faculty of Education

Professor R. J. Buck (Classics) was the Faculty's representative on this Council during 1982-83, and he has agreed to serve a second term during 1983-84.

3.10.2 Faculty of Engineering

Professor S. E. Drugge (Economics) and Professor F. D. Clandfield (English) were the two representatives from Arts on this Council last year, and both staff members have agreed to continue serving for another year.

3.10.3 Faculty of Science

Assistant Dean Jendyk and Professor L. Fedigan (Anthropology) were the two Faculty representatives on this Council last year. Assistant Dean Jendyk has agreed to serve another term. Professor Fedigan was nominated to serve again subject to her availability and willingness.

3.11 Faculty of Education Representation on Arts Council: 1983-84
The Executive received and approved (on behalf of Council) the nominations of Professor R. A. Norman (Educational Psychology) and Professor P. H. Rafferty (Elementary Education) as the external representatives from the Faculty of Education on Arts Council.

3.12 Faculty of Business Representation on Arts Council: 1983-84
The Executive received and approved (on behalf of Council) the nomination of Professor R. L. Beck (Marketing and Economic Analysis) as the external representative from the Faculty of Business on Arts Council.

3.13 St. Joseph's College: 1983-84
The Executive received and approved (on behalf of Council) the nomination of Father W. Platt as the external representative from St. Joseph's College on Arts Council.

4. Agenda for the April 26, 1983 meeting of Arts Representative Council
It was agreed to cancel the April 26 Council meeting. Business items will be put on the agenda for the May 16 Council meeting.

5. Adjournment
The student member on the Committee, Mr. Mark Fletcher, was thanked for his interest and participation in the Executive's activities over the past year.

On a motion by Professor Blodgett, seconded by Mr. Fletcher, the meeting adjourned at 4:00 p.m.

Chairman

EXECUTIVE COMMITTEE
Minutes of Meeting of April 28, 1983
2:00 - 4:35 p.m.

PRESENT: T. H. White (Chairman), E. D. Blodgett, A. Buse, U. Trumpener

1. Agenda
The agenda was read and agreed upon.

2. Minutes of April 15, 1983 Meeting
By general consent, the Minutes were approved.

3. Student Appeal: Mr. Miles Foreman
(Mr. Foreman appealed in writing and appeared in person before the Executive Committee.)

Mr. Foreman transferred to the Faculty of Arts from the Faculty of Science in 1974; he re-enrolled into the B.A. (Special) program in 1975. In 1977, Mr. Foreman withdrew from the B.A. (Special) program without completing the full program requirements (he had 17 1/2 credits). Last December, Mr. Foreman petitioned to the Committee on Academic Standing to obtain a B.A. (General) Degree. However, the CAS had unanimously declined to approve his request, notwithstanding the fact Mr. Foreman had a full extra course in his principal area of study and an extra half-course in his second area of concentration. On compassionate grounds, the Executive agreed to grant Mr. Foreman's appeal to be granted a B.A. (General) Degree.

4. Guidelines from the FSPC sub committee on Gross Deficiency (Article 9.06 of the Faculty Agreement)
Subject to further review before the May 16 Council meeting, the Executive tentatively agreed to forward to Council for adoption a set of guidelines, being prepared by a FSPC sub committee, regarding gross deficiency in academic performance. The FSPC will have had an opportunity to review the guidelines, too, before the May Council meeting.

5. Council/Committee Memberships
5.1 Curriculum Committee (ref. item 3.4, 15/4/83)
Two members' terms expire this June. Professor Cahill (Religious Studies), the Chairman of the Committee, is going on Study Leave, and Professor Monod (Romance Languages) is retiring from teaching. The Executive Committee nominated Professor D. Owram (History) and Professor A. Purdy (Romance Languages) to serve for three-year terms as replacement members. Professor C. Schweger (Anthropology) was nominated to replace Professor Lightner (History) who will be going on Study Leave in January, 1984. Professor Marino (English), a continuing member on the Committee, was nominated to serve a two-year term as Chairman, beginning July 1, 1983.

6. Recommendation and Report from the Committee on Teaching
6.1 Referral Back to the Committee for Reconsideration by Council (ref. item 5, AFC, 23/11/82)
Last November, Arts Faculty Council asked the Committee on Teaching to reconsider a recommendation concerning the frequency of conducting student evaluations of teaching. The Executive agreed to forward this revised recommendation back to Council for adoption and inclusion in the Committee's report on "Teaching Evaluation Procedures in the Arts Faculty, 1981-82."

Revised Recommendation: That, as a minimum, the Arts Faculty component question -- in the context of at least five other questions approved by individual departments -- be administered annually to all suitable classes in all departments.

6.2 Three-Year Review of the Committee on Teaching (ref. item 6, AFC, 16/5/80)

(The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.)

In its discussion of the Committee's report on its three-year review, the Executive gave serious consideration to the continuance of this Committee as a standing committee of the Faculty. To disband the Committee would not mean the Faculty did not place importance on the promotion of good teaching, but it would mean there was not enough regular committee activity to warrant a full-time committee structure. It was suggested the Committee's activities could be handled on a task-assigned basis.

If Arts Council approved the continuation of the Committee as a standing committee, the Executive made a series of recommended revisions to the proposed new terms of reference of the Committee (which will be appended to the end of the report):

Change 3 to read:

(3) to review procedures employed by the Arts Faculty Salaries and Promotions Committee in evaluating individual faculty members' teaching performance, and to recommend to the faculty such changes in this procedure as would further promote teaching excellence;

Change 4 to read:

(4) to solicit periodic reports from departments on the extent to which the assessment procedures have been used, the problems and advantages connected with them, with suggestions for possible improvements;

Change 5 to read:

(5) to explore methods of streamlining the procedures used in student assessment of faculty members' teaching performance;

Add a new 8:

(8) after three years, to report to the Executive Committee, which will then decide whether there is a continuing need for the existence of the Committee on Teaching.

7. Report of the Dean's Advisory Committee on Plagiarism and Academic Cheating (ref. item 4, 22/03/83)

(The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.)

A preliminary report had been sent to Council in March, which contained definitions of plagiarism, academic cheating and academic fraud. Council had instructed the Committee to provide in addition a definition of cheating on examinations and a mechanism whereby cases of academic dishonesty could

be heard and assessed. This information had been provided in the final report, which the Executive agreed to forward to Council for adoption. Some editorial changes were made to the report, as follows:

1. On the introductory page, change the first recommendation to read: "THAT the attached statement be distributed to all students registered in Faculty of Arts courses."

2. Page 4, paragraph 2, add the word "additional" between "warrant" and "penalties."

8. Honors Committee Recommendation Regarding Arts Faculty Honors Prizes (ref. item 7, AFC, 23/11/82)

Last Fall, the Honors Committee had recommended, as one of a series of changes to the regulations governing the Honors program, that the Faculty abolish the practice of granting Honors prizes. Council asked the Honors Committee to reconsider this recommendation. Acting on behalf of Council, the Executive received for information the recommendation that the Faculty continue to award prizes to each of the graduating students whose GPA in the total four-year program (being 8.0 or above) is within one decimal point of the winner of the Governor-General's Gold Medal.

9. Variable-Weight Courses

Deferred.

10. Agenda for the May 16, 1983 Arts Faculty Council Meeting

The agenda for the Council meeting was set as follows:

1. Approval of the agenda.
2. Approval of the Minutes of the March 22, 1983 Arts Representative Council meeting.
3. Report of the Executive Committee.
4. Recommendations re Spring Graduands.
5. Recommendations from FSPC regarding guidelines on gross deficiency in academic performance (tentative).
6. Recommendations from the Committee on Teaching.
7. Final Report of the Dean's Advisory Committee on Plagiarism and Academic Cheating.
8. Other business.

11. Adjournment

By general consent, the meeting adjourned at 4:35 p.m.

Chairman

6.2

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the university of alberta

department of sociology
edmonton, alberta, canada
T6G 2H4
telephone (403) 432-5234

March 10, 1983

Dr. Terry White, Dean
Faculty of Arts
University of Alberta
Edmonton, Alberta
T6G 2E5

Dear Terry,

Enclosed please find a copy of a draft "Three Year Review of the Arts Faculty Committee on Teaching", for review by the Executive Committee. We would be happy to appear before the Executive Committee to answer any questions, or to consider elaborating sections of the report if that was felt to be appropriate.

Sincerely,

Chuck Hobart

Charles Hobart
Committee Chair

CWH/ss
Encls.

MAR 11 1983

Three Year Review of Arts Faculty Committee On Teaching

submitted by
Arts Faculty Committee on Teaching

The Arts Faculty Committee on Teaching was struck on August 26, 1980 with four faculty and three student members. At a meeting on February 18, 1983 the Committee deliberated the question whether to request an external review or to do a self-review, and decided on the latter course of action. In the following pages we first summarize the activities of the Committee, in the context of the nine terms of reference of the committee which were adopted at the May 16, 1980 meeting of Arts Faculty Council. Thereafter we make a number of recommendations in respect to the future of the Committee.

Committee Terms of Reference

The Committee on Teaching is instructed:

(1) following appropriate consultation with all individual departments and the Faculty Salaries and Promotions Committee, to devise an element of assessment that will be common to all department assessments within the faculty, in accordance with Recommendation 5 in the "Report of the Scrutiny of Teaching Subcommittee." This common element should be agreed upon by December 20, so that it may be incorporated into departmental assessments and available for use at the end of the 1980-81 academic year.

(2) by the same date to recommend appropriate procedures, for possible faculty-wide use, for the distribution, collection and processing of the information collected, in accordance with Recommendation 4 on the protection of student anonymity;

(3) to maintain liaison with other committees in the university, such as the GFC committee on the Improvement of Teaching and Learning;

(4) to explore the desirability and viability of programs intended to improve the quality of teaching;

(5) to act as a clearing-house for information on approaches to the improvement of teaching devised in various departments of the university;

(6) to review the procedure currently employed by the Arts Faculty Salaries and Promotions Committee in its evaluating individual faculty members' teaching performance, and to recommend to the faculty such changes in this procedure as would further promote teaching excellence and insure its being treated as of roughly equal importance with excellence in research;

(7) to solicit annual reports from departments on the extent to which the assessment procedures have been used, the problems and advantages connected with them, with suggestions for possible improvements. In addition departments could supply accounts of other evaluation procedures for the information of the committee and other departments;

(8) to present an annual report to the faculty on the committee's work and findings;

(9) after three years, to report to the Executive Committee, which will then decide whether there is a continuing need for the existence of the Committee on Teaching.

Committee Activities

The first year was an exceedingly busy one for the committee involving, as it did, devising and recommending appropriate faculty-wide procedures for obtaining teaching evaluations from students and a faculty wide "element of assessment" to be included in all departmental teaching evaluation forms. The

procedures and the "common element" or "component" were adopted in time for use in most Arts Faculty Departments by the end of the 1980-81 school year.

In maintaining liaison with other campus committees our interest has focussed primarily on the GFC Committee on the Improvement of Teaching and Learning. We were fortunate in that one of our members, Professor C. MacKenzie, was also a member of that committee so the desired liaison was "built in." However Professor Mackenzie's term on the GFC committee ended during the summer of 1982, so that we have not had overlapping membership since then. We recommend that when new members of this committee are nominated for election, that consideration be given to nominating a candidate who is already a member of the GFC Committee on Teaching, or that some other method be found to secure there is an overlapping membership.

During the course of 1981-82 this committee considered the possibility of organizing seminars and other programs designed to improve the quality of teaching in this faculty. However we concluded, after surveying Arts Faculty Departments, that the GFC committee-sponsored efforts were adequate in meeting the needs of this faculty so there was no need for us to try to replicate or improve on what they were doing. We did, however, recommend the establishment of an annual Arts Faculty Teaching Award, and drew up a set of proposed procedures for selecting winners of this award, and these recommendations were eventually adopted by the Arts Faculty Council.

Preoccupation with other, seemingly more important responsibilities has meant that we have done little in respect to our fifth responsibility: acting as "a clearing-house for information on approaches to the improvement of teaching devised in various departments of the university." It is our impression that there is little in the way of programmed activity of this nature in this faculty at this time. However we have recently written to Department Chairpersons in

this Faculty asking if approaches to the improvement of teaching were being used in their departments which they felt would be worth sharing with other departments. Responses to this query are still coming in.

In respect to our sixth responsibility, "to review the procedure currently employed by the Arts Faculty Salaries and Promotions Committee in evaluating teaching performance" we wrote to the Dean of Arts in November, 1980 requesting relevant information. The Dean's reply addressed this question in somewhat general terms. Following discussion the Committee decided that a further request for more specific information would best be sent after the specific information on teaching effectiveness to be collected by having students fill out teaching evaluation forms was generaly available and in use by the FSPC. This was the case during the December, 1982 meetings of the FSP Committee. We have now again written to the Dean of Arts asking for information on the procedures which the FSPC is now using in evaluating the teaching of individual faculty members.

The Committee has twice, during the summers of 1981 and 1982, solicited information from departments in this faculty on the extent to which student assessments have been collected, the circumstances under which assessment forms were administered, their perceived advantages and disadvantages, other assessment procedures, etc. The committee collated and analyzed this information and wrote annual reports which were forwarded to the Faculty office for general distribution.

Continuation of the Committee

It is the unanimous conclusion of the current committee membership that the Arts Faculty Committee on Teaching should continue as a Standing Committee of this

Faculty but with revised terms of reference. The reasons for recommending that the Committee become permanent are essentially that we feel the importance of the teaching function necessitates the existence of an ongoing body charged with finding ways of improving the excellence of teaching, and with monitoring the efforts made to assess teaching quality in this Faculty. The dynamic nature of the University, students, faculty, subject matter and to some extent teaching aids, means that the Arts Faculty may not hope to arrive at an "optimum teaching solution" through the efforts of a Committee on Teaching, and thereafter disband the committee.

The suggested revised terms of reference of the Committee on Teaching are as follows:

The Committee on Teaching is instructed:

(1) to maintain liaison with other committees in the university, such as the GFC Committee on the Improvement of Teaching and Learning, particularly with a view to exploring the desirability and viability of programs intended to improve the quality of teaching;

(2) to act as a clearing-house for information on approaches to the improvement of teaching devised in various departments of the university;

(3) to review the procedure currently employed by the Arts Faculty Salaries and Promotions Committee in evaluating individual faculty members' teaching performance, and to recommend to the faculty such changes in this procedure as would further promote teaching excellence and insure its being treated as of roughly equal importance with excellence in research;

(4) to solicit annual reports from departments on the extent to which the assessment procedures have been used, the problems and advantages connected with them, with suggestions for possible improvements;

(5) to explore methods of streamlining the procedures used in student assessment of faculty members' teaching performance, with a view to greater administrative efficiency and uniformity;

(6) generally, to assess the extent to which excellence in teaching, and its improvement, is encouraged by the Faculty, and to make recommendations with respect thereto;

(7) to present an annual report to the Faculty on the committee's work and findings.

L. H. Craig, Political Science
M. Forsyth, Music
D. J. Hall, History
C. W. Hobart, Sociology (Chair)
J. C. MacKenzie, Philosophy

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Report of the Dean's Advisory Committee on Plagiarism and Academic Cheating

We submit this final report in light of the comments and suggestions made at the March 22nd meeting of Arts Representative Council. In that our preliminary report was adopted by Arts Representative Council in slightly amended form, it seems unnecessary to repeat here the four recommendations it contained. We offer here, two additional recommendations which deal with implementation.

1. That the attached statement be distributed to all students registered in Faculty of Arts courses. (see Appendix I).

2. That the Faculty of Arts establish a Hearing Board, as outlined in Appendix II, to adjudicate cases of alleged academic dishonesty.

We hope these recommendations will prove helpful.

B. Harris, Music
P. Johnston, Political Science
D. Lubell, Anthropology (Chair)
H. Ludwig, Philosophy (Honours student)
B. Mitchell, English
L. Penrod, Romance Languages
S. Stambaugh, English
D. Tupling, Political Science (Graduate student)

APPENDIX I: Statement to be distributed to all students registering in the Faculty of Arts

The following definitions and statements of policy have been accepted by Arts Faculty Council. They are offered here as guidelines and for clarification, and are supplementary to the University regulations as stated in Section 19 of the booklet University Regulations and Information for Students.

PLAGIARISM means that you have deliberately represented someone else's work or ideas as if they were your own. Normally plagiarism involves the use of words or ideas from someone else's work without giving full acknowledgement, but it is also plagiarism to alter the form or content of that work to conceal the source.

CHEATING ON EXAMINATIONS includes: (a) having unauthorized access to the examination questions prior to the date of the examination; (b) unauthorized giving or obtaining of information during an examination; (c) using unauthorized materials during an examination.

ACADEMIC FRAUD can take many forms. It is fraudulent to purchase work written or created by someone else and submit it as your own. It is also fraudulent to write or create work in the knowledge that it will be used by someone else as his own work, whether you are paid or not. Academic fraud also refers to misrepresentation of research results. For example, if you alter data from an experiment to prove an hypothesis you are guilty of academic fraud. Other forms of academic fraud include: (a) falsifying transcripts or other documents, or submitting documents you know to be false, so as to misrepresent your academic standing and achievements;

(b) deliberately misrepresenting the sources or substance of published or unpublished materials cited or used in your own work.

ACADEMIC THEFT includes: (a) misuse of funds granted to you for a specific purpose (e.g. using computer funds for personal gain or for a purpose other than that for which the funds were awarded); (b) unauthorized use of University funds or facilities.

PENALTIES

The Code of Student Behavior (Section 19.2 of the University Regulations and Information for Students) explains the penalties which may be imposed for a breach of the Code. In some instances penalties may be imposed by an instructor or supervisor (Section 43.4.2 of the GFC regulations) and these include: reprimand, additional work, discounting the work for the purpose of course or program credit, and reduction of grade. For the most part, offenses of minor plagiarism and/or cheating will be dealt with in this manner. However, the instructor or supervisor who imposes such a penalty may also recommend one of the following sanctions: suspension from the program, faculty or university; expulsion from the program, faculty or university. In these instances, the instructor must file a written statement with the faculty in which the student is registered, setting out the details of the alleged offense. For any student registered in a course in the Faculty of Arts, all cases which reach this stage will come before the Hearing Board where there will be a full and impartial hearing before any further action is taken.

APPENDIX II: Recommendation for the establishment of a Hearing Board

The Faculty of Arts shall establish a standing committee to be known as the Hearing Board. Membership shall consist of three members of the full-time staff of the Faculty of Arts, elected at large for staggered three year terms. The Dean of Arts, or his designate, shall chair all sessions of the Board at which cases are heard.

The function of the Board will be to hear, and adjudicate, those cases of academic dishonesty brought before it by the chairman of the department concerned. Documentation of the alleged offense must be presented. The Board will ordinarily hear only those documented cases which, in the view of the instructor and his chairman warrant additional penalties more severe than lowering the mark for, or discounting of, the individual work involved. At each hearing the Board will:

(a) determine if the alleged offense has been committed;

(b) assess the gravity of the offense;

(c) recommend to the Dean of Arts an appropriate penalty from among those specified in the GFC regulations.

Should the Board decide that the allegation is unwarranted, no permanent record shall be kept in the files of either the student or the staff member that the matter was brought before the Board.

EXECUTIVE COMMITTEE
Minutes of August 16, 1983 Meeting
10:00 - 11:25 a.m.

PRESENT: S. M. M. Qureshi (Chairman), E. D. Blodgett, S. Brown, A. Buse, U. Trumpener

1. Agenda
The agenda, as circulated, was agreed upon.

2. Minutes of April 28, 1983 Meeting
The Minutes were read and agreed upon.

3. Variable-Weight Courses (ref. item 9, 28/4/83)
Deferred until the full complement of the Executive would be present.

4. Revisions to the List of Spring Graduands (ref. item 5.1, 16/5/83)
The Executive Committee approved, on behalf of Council, the following revisions to the list of Spring Graduands (recommended by the Committee on Academic Standing).
Late Addition: Laurie Lynn Hallows B.A. (General)
Change in Degree Designation: B.F.A. (Drama) With Distinction

Cheryl Lyne Matheson
Ernest John Harrop
Sean Terrence Mallen

5. Department Councils: Philosophy (ref. item 3.2, 7/3/83)
The Executive Committee agreed, on a motion by Professor Buse, seconded by Professor Trumpener, to forward to Council for approval a revised composition for the Philosophy Department Council (according to the model format):
(d) any part-time permanent academic staff member whose appointment is at least 0.5 FTE and all sessional staff;
(e) one graduate student, to be nominated and elected each year by the graduate students of the department; and, one Honors student, to be nominated and elected each year by the Honors students of the department.

6. Council/Committee Memberships
6.1 Arts Executive Committee (ref. item 3.2.1, AFC, 23/11/82)
Since becoming Assistant Dean, Professor P. Clements (English) has resigned from her position on the Executive Committee; therefore, a replacement member needs to be elected for a three-year term, retroactive to July 1, 1983. In the first instance, nominations were invited from departments in the Humanities area of the Faculty. On a motion by Professor Blodgett, seconded by Professor Buse, the Executive Committee agreed to forward the following nominations to Council for approval of a Faculty-wide ballot to elect a replacement member. Additional nominations will be sought from the floor of Council.

Professor J. King-Farlow, Philosophy
Professor H. Pausch, Germanic Lang.
Professor A. Purdy, Romance Langua
Professor S. Stambaugh, English

6.2 Tenure Committee: Faculty Panel (ref. item 4.5, AFC, 16/5/83)

Since becoming Associate Dean (Student Programs and Curriculum), Professor B. Harris (Music) has resigned from his position on the Faculty panel of the Tenure Committee; therefore, a replacement member needs to be elected for a two-year term, beginning in the Fall. On a motion by Professor Blodgett, seconded by Professor Buse, the Executive Committee agreed to recommend the following nominations to Council for approval of a Faculty-wide ballot. Additional nominations will be sought from the floor of Council.

J. DeFelice, Drama
D. Haynes, Art and Design
A. Munn, Music

6.3 FSPC Consideration of Gross Deficiency Guidelines (ref. item 6, AFC, 16/5/83)

Last May, Arts Council voted to table the above topic for reconsideration at a later full Council meeting. Since the May meeting, a group of academic staff members has requested that "In order to facilitate the work of the Faculty of Arts Committee that will produce a proposal on the criteria for gross deficiency', (the undersigned) request the addition to that body of at least five members of the Faculty of Arts at large."

The Dean has agreed to comply with this request to expand FSPC for the consideration of this one item. On a motion by Professor Blodgett, seconded by Professor Trumpener, the Executive Committee agreed to forward the following nominations (subject to their availability to serve) to Council for approval of a Faculty-wide ballot to elect five staff members. Additional nominations will be sought from the floor of Council.

D. Barnet, Drama
D. Haynes, Art & Design
C. G. Hickey, Anthropology
W. D. Jones, History
G. Krapf, Music
E. Lechelt, Psychology
R. Nielsen, Classics
D. R. Owram, History
T. C. Pocklington, Political Science
T. L. Powrie, Economics
R. H. Solomon, English
N. Stehr, Sociology
M. Waida, Religious Studies
R. Whitinger, Germanic Languages

6.4 Admissions and Matriculation Requirements Committee

The Executive Committee agreed to forward to Council for approval the recommendation that Professor A. D. Fisher (Anthropology) serve a two-year term as chairman of this Committee, retroactive to July 1, 1983.

6.5 Arts Faculty Committee Memberships

The Executive Committee received a list of committee memberships for 1983-84 and agreed to present them to Council for approval, on a motion by Professor Trumpener, seconded by Professor Buse.

6.6 Departmental Representation on Arts Council: 1983-84

The Executive Committee received a list of nominations from departments for representation on Arts Council next year (a copy of which is attached to the official Minutes) and agreed to forward them to Arts Council for approval.

6.7 External Membership on Arts Faculty Council: 1983-84

Acting on authority delegated by Arts Council, the Executive Committee received and approved the following nominations from various faculties:

Engineering	T. S. Golosinski, Mineral Engineering
Faculté Saint-Jean	G. Guenette
Home Economics	M. Cox-Bishop
Science	J. Hooz, Associate Dean
	J. R. Nursall, Zoology
	R. G. Sinclair, Mathematics

6.8 External Membership on 1983-84 Faculty of Home Economics Council

Serving as the external representative from this Faculty on that Council last year was Professor W. McVey (Sociology). Professor McVey has agreed to serve again, and the Executive Committee agreed to recommend him to Council for approval, on a motion by Professor Blodgett, seconded by Professor Trumpener.

6.9 External Membership on 1983-84 Faculté Saint-Jean Council

Serving as the external two representatives from the Faculty of Arts on this Council last year were Professor M. Legris (English) and Professor O. P. Dickason (History). They have both agreed to continue serving, and the Executive Committee agreed to forward their nominations to Council for approval, on a motion by Professor Blodgett, seconded by Professor Trumpener.

7. Recommendations from the Honors Committee

(The recommendations having been distributed in advance of the meeting, a copy is attached to the official Minutes only.)

7.1 Combined Honors Program (§43.1.1 (5))

The Executive Committee made two suggested changes before agreeing to forward the revisions to the regulations to Council for approval:

i) In point one, replace the word "only" with "normally."
ii) In point four, insert the word "Honors" before "program" in the last sentence.

7.2 Honors After a First Degree (§43.1.8)

The Executive Committee agreed to forward the suggested changes to Council for approval.

7.3 Arts Faculty Honors Prizes

This item was referred back to the Honors Committee for reconsideration. The Executive Committee suggested the wording of the guidelines should emphasize that the grade-point average would remain as the governing weighting factor in the selection of Honors Prizes recipients. The Executive Committee agreed there should be some flexibility, as well, regarding the selection of winners being one decimal point from the winner of the Governor-General's Gold Medal. Accordingly, it was moved by Professor Blodgett, seconded by Ms. Brown,

> TO suggest the following wording regarding Arts Faculty Honors prizes to the Honors Committee: "Honors prizes shall be awarded on the basis of a g.p.a. ranking. Up to five Honors prizes may be awarded to graduands with the highest-ranking g.p.a., other than the Governor-General's Gold Medal winner. In no case will an Honors prize be given to someone whose g.p.a. is not 8.0 or above."

Motion carried

8. Senate Task Force Report on Mature Students/Recommendations Regarding a 'Non-Program Route' for Mature Students

Deferred until the full complement of the Executive could be present.

9. Request from the Classics Department Regarding the Proposed Four-Year B.A. (General) Degree Program

The Executive Committee received, for information, a copy of a motion passed at the April meeting of the Classics Department Council:

> THAT the Department go on record as advocating that a Faculty committee be struck four years after the institution of the new four-year B.A. (General) Degree to review the effects of the program on the Faculty as a whole and on its constituent departments and to propose corrective measures if necessary.

Because it is not certain when the four-year B.A. (General) would become the usual degree granted by the Faculty, the Executive Committee agreed not to act on this request now, but to reconsider it when appropriate action could be taken.

10. Agenda for the September 1 Arts Faculty Council meeting.

The agenda was set as follows:

a. approval of the agenda
b. approval of the Minutes of the May 16, 1983 Arts Faculty Council meeting
c. report of the Executive Committee
d. recommendation from the Honors Committee
e. report of the Curriculum Committee concerning course and Calendar changes
f. other business

11. Adjournment

By general consent, the meeting adjourned at 11:25 a.m.

Saleem M Qureshi

Chairman

DEPARTMENTAL REPRESENTATION ON ARTS REPRESENTATIVE COUNCIL: 1983-84

Department/eligible # of members	Primary Member(s)	Alternate(s)
Anthropology (2)	O. Beattie M. Freeman	A. D. Fisher
Art and Design (2)	R. A. Davey E. N. Yates	W. Jungkind
Classics (1)	R. J. Buck	
Comparative Literature (1)	E. Mozejko	P. Robberecht
Drama (2)	Pending	
East Asian Lang's & Lit's	H. Terakura	J. Lin
Economics (3)	K. Gupta M. Hellsten I. Moravcik	
English (4)	S. Bagchee F. D. Clandfield M. R. Legris M. D. Wilkie	P. Hjartarson G. A. F. Hollingshead J. O. Orrell S. E. Stambaugh
Germanic Languages	E. Egert	R. Whitinger
History (3)	Pending	
Music (2)	H. Brauss H. Wiens	L. Fisher
Philosophy (2)	Pending	
Political Science (2)		
Psychology(2)	Pending	
Religious Studies (1)	Pending	
Romance Languages (3)	P. Dubé C. Moore B. Rochet	R. W. F. Wilcocks
Slav. & East European Studies (1)	Pending	
Sociology (3)	T. Hartnagel G. Jarvis P. Krishnan	E. Snider

August 5, 1983

RE: Combined Honors Program (§43.1.1 (5)

1. THAT, in the interest of academic cohesion, Combined Honors programs be offered only where there is sufficient commonality or complementarity between the two disciplines.

2. THAT Departments which commonly offer joint programs should formulate a model program, taking into account, as far as possible, the principle of academic cohesion.

3. THAT, in the case of Combined Honors, an outline of the student's total program must be worked out in collaboration between the two advisers and the student before admission is confirmed.

4. THAT, in the first instance of the establishment of a Combined Honors program, the basis for promotion from year to year and for graduation with First-Class Honors must be decided between the two Departments, consistent with the regulations applying to Honors programs, and recorded as a precedent in the Dean's office. In the event that a student fails to meet the requirements for promotion in a given year, he/she will not be permitted to continue in the program.

5. THAT an interdisciplinary course number (Combined Honors Project) be introduced which would provide departments the option of using this as an alternative to their fourth-year requirements for a project or thesis.

RE: Honors After a First Degree (§ 43.1.8)

1. THAT to obtain the B.A. (Honors) after, the student shall have taken, either in his previous program or in his additional studies, whatever courses are necessary to fulfill all Faculty and Departmental requirements for the B.A. (Honors) degree.

2. THAT there be no upper limit on the number of Arts or Science courses credited from the first degree.

3. THAT no more than two FCE from outside the Faculties of Arts and Science shall be credited towards the B.A. (Honors) After.

RE Arts Faculty Honors Prizes

In awarding Honors prizes, the criterion based on a g.p.a., being within one decimal point of the g.p.a. of the winner of the Governor-General's Gold Medal, should be a guideline but not a requirement. The ad hoc committee appointed each year to recommend these awards should be given flexibility to make recommendations for Honors prizes on other bases which emerge in examining the information provided.) In no case will an Honors prize be given to someone whose g.p.a. is not 8.0 or above.

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EXECUTIVE COMMITTEE
Minutes of September 23, 1983 Meeting
12:30 - 2:00 p.m.

PRESENT: S. M. M. Qureshi (Chairman), D. Barnet, E. D. Blodgett, A. Buse, A. Johnston, H. T. Lewis, U. Trumpener

Also in attendance for items 7 and 8: Associate Dean B. L. Harris

1. Agenda
On a motion by Professor Blodgett, seconded by Professor Barnet, the agenda was approved.

2. Minutes of August 16, 1983 Meeting
On a motion by Professor Buse, seconded by Professor Blodgett, the Minutes were approved. with one amendment: to include the names of nominated persons in Minutes 6.2 and 6.3.

3. Department Council: Music (ref. item 4.1, 19/8/82)
It was moved by Professor Barnet, seconded by Professor Lewis,
TO recommend to Council for approval, the request from the Music Department to change the composition of its departmental council as follows:
(d) any part-time continuing appointment of at least .5 FTE and any full-time Mactaggart Fellow.

Motion carried

4. Council/Committee Memberships
4.1 Departmental Representation on Arts Council: 1983-84 (ref. item 6.6, 16/8/83)
On a motion by Professor Trumpener, the Executive agreed to accept the additional nominations (below) from departments, on behalf of Council:

History	D. L. Lightner D. C. Mills D. R. Owram K. Munro (alternate)
Philosophy	J. King-Farlow F. P. Van De Pitte W. Eastman (alternate)
Political Science	F. G. Hulmes J. W. Lightbody M. E. Mote (alternate)
Psychology	P. Swartz P. Dixon B. Sinha (alternate)
Slavic & East European Studies	A. Tumanov P. Rolland (alternate)
Sociology	L. Kennedy has been elected to replace E. Snider as the alternate member from the department.

4.2 Canadian Studies Committee (ref. item 6.5, 16/8/83)
It was moved by Professor Buse, seconded by Professor Lewis,
TO forward the request from Faculté Saint-Jean to appoint Mrs. R. A. Pitts to the Canadian Studies Committee to Council for approval.

Motion carried

4.3. Academic Planning Committee (ref. item 4.7, AFC, 1/9/83)
It was moved by Professor Lewis, seconded by Professor Trumpener,
TO recommend to Arts Council for approval, the nomination of Professor T. L. Powrie (Economics) as chairman of the Academic Planning Committee, for a two-year term.

Motion carried

5. External Representation on Faculty of Agriculture/Forestry Council
It was agreed to forward the nomination of Professor J. Lejnieks (Political Science) to Council for approval, as the external representative from the Faculty of Arts on the above council.

6. Late Course and Calendar Changes: 1984-85 Calendar/Proposed for Implementation in 1983/84 (ref. item 6, AFC, 1/9/83)
The Executive was asked by the Curriculum Committee to approve on behalf of Council, a number of late course and Calendar changes for the 1984-85 Calendar and implementation in 1983-84. Accordingly, it was moved by Professor Blodgett, seconded by Professor Lewis,
TO approve, on behalf of Council, the changes suggested by the Curriculum Committee.

Motion carried

1. Changes to the Academic Schedule.
a) Request from department of Drama: Change to the deadline for admission to the B.F.A. (Drama) program from April 2, 1984 to January 11, 1984.

b) Request from B.A. (Special) in Criminology program: Add a new deadline for submitting applications for admission to the program; this would be April 2, 1984.

2. Late Department Changes (as a result of action required by other faculties).
B.A. (Special) in Criminology Program.
§43.1.5 (3) (c). Insert ED PSY 497 in the proper alphabetical location. Also, change the third sentence of the paragraph to read: "The second subject requires a minimum of four and one-half courses to a maximum of six and one-half courses." (Correction to August, 1983 report: HIST 397 should read HIST 372.)

3. Editorial Corrections to May, 1983 Report, which was circulated by GFC in June, 1983.
Part B 1, 2, 3. (Changes in Program of Study (§43).
The programs were incorrectly labelled by the Faculty Secretary. Consequently, a misinterpretation arose and the second proposed program (specialization within Geography of a Resources Studies program) was challenged as a new degree program. These are not new degree programs; they are programs offered within the B.A. (Special) in Geography program.

Therefore, change B. 1, 2, 3 to read:
a) B.1 Add a new §43.10.2 (2) (c). Specialization in Geography (Northern Frontier Studies)
(Text following remains same.)

b) B.2 Add a new §43.10.2 (2) (d). Specialization in Geography (Resources Studies)
(Text following remains same.)

c) B.3 Add a new §43.10.2 (2) (e). Specialization in Geography (Urban Studies)
(Text following remains same.)

4. Editorial Corrections to September, 1983 Report (circulated by GFC on Sept. 15/83)
Page 17. Honors in Mathematics (§43.14.1)
Penultimate paragraph, line 2: Change 425 or 427, 428 to 425 or 427/428.
Last paragraph, line 1. Change Geography to Mathematics.

With respect to the changes proposed to the academic schedule (1a), the Executive endorsed the recommendation from the Drama Department, with the suggestion that, if it is the intent of all theatre schools in the country to conduct audition tours at the same time of year (and on a continuing basis), that some effort be made to reach a formal understanding about the deadlines for admission to particular schools. This would prevent any future tendency to move the deadline for admission to an earlier date on an irregular basis.

7. Variable-Weight Courses

In September, 1982, the Registrar and the Director of Institutional Research and Planning wrote to faculties suggesting they eliminate the practice of listing variable-weight courses. From their perspective, it takes a great deal of time to obtain and check information from faculty and department offices regarding the actual numbers and hours that are assigned to "variable" courses. The elimination of listing dual-weight courses would, therefore, reduce communication and personnel costs and make analyses easier to perform.

Three proposals were included in their September 16, 1982 letter:

(i) The term "variable" should be deleted from course hours and weight fields whenever possible by determining and implementing acceptable changes in course numberings and descriptions. The variable aspect should only be retained when there are compelling academic reasons, supported by the Vice-President (Academic), and when no other acceptable procedure can be found.

(ii) No course should be described as having a weight of 3 or 6. If such variability is necessary, then different numbers should be used for two half-courses, e.g.

ABCDE 444. Animal Behavior 1. *3
and
ABCDE 445. Animal Behavior 2. *3.

The description of the course content would show that ABCDE 445 is a continuation of ABCDE 444. This would also apply to courses currently carrying variable weights of 1, 2, or 3, etc.

(iii) The non-thesis Master's research project courses should be split and renumbered when necessary in the form ABCDE 900 *3 and ABCDE 901 *3. A student taking this activity for half-course credit would be registered in 900, and for full-course credit in 900 and 901, usually in different terms. Secondary Education would use the numbers ED CI 950 and 951 because Elementary Education uses ED CI 900 and 901.

The Curriculum Committee was asked to make a recommendation concerning this proposal, which they were not willing to do. Some of their arguments in defence of making no recommendation included:

i) There has been no concrete substantiation that administrative problems would be solved; nor has it been demonstrated there would be a real savings in cost. One hundred and forty-one courses would be double-listed, and the number of Calendar pages for the Arts' course offerings would increase considerably.

ii) Traditional academic values may be violated. Arts Faculty Council, in 1974, was informed that "... dual weights of 3 and 6 were questionable because it was difficult, if not impossible, to compress the subject matter of a full-year course into a half-year course."

iii) Some departments consider their current course offerings are justified, as they stand now. In some cases, departments would have to review their whole program structure at the senior level.

Amongst departments in the Faculty, the language departments were found to be the most adamant against the notion. Professor Blodgett indicated his department has a small number of staff, but offered a large number of courses, for which instructors would want to maintain a certain amount of academic freedom to offer them as either half-year or full-year courses. Some elasticity in the current listing of course offerings would be very desirable. However, if the essence of the arguments put forward by the RO/IRP is simply administrative and mechanical convenience, the Faculty will probably go along with the proposal. For his department, Professor Blodgett indicated it would be a matter of triple-listing, rather than just double-listing, a large number of courses.

Associate Dean Harris indicated, according to his calculations, 164 courses were involved as variable-weight courses; some of these are offered at the graduate level. From the Student Program Office perspective, there was no particular problem. He agreed the nub of the argument appeared to be with concerns for computer efficiency and the number of RO hours it takes to confirm with departments, if students are registered in half- or full-year courses. Professor Blodgett responded to this point by stating his department very clearly indicates on the course forms, whether a particular variable-weight course is a full-one or a half-one.

It was moved by Professor Blodgett, seconded by Professor Barnet,
TO recommend to Council that the Faculty not comply with the request of the RO/IRP to eliminate the practice of listing variable-weight courses.

Motion carried

8. Senate Task Force Report on Mature Students/Recommendations Regarding a 'Non-Program Route' in the Faculty of Arts for Mature Students

In June, 1983, the Senate released a task force report on mature students. One of the recommendations was related to an alternate route of entry to the University (and subsequently to the Faculty of Arts) for mature students and non-matriculated adults.

Last Fall, Professor M. Jendyk, then Assistant Dean and also a member of the Senate task force, prepared a proposal for a non-program route

for mature students and submitted this to the Faculty's Admissions and Matriculation Requirements Committee for consideration. The A&MRC wrote to the Dean, in February, 1983, expressing its support in principle of the introduction of a non-program route for mature students. Also, the A&MRC suggested any details for such a program be worked out after the release of the Senate's Task Force Report to the university community-at-large.

Mainly because this report's recommendations extend beyond the concerns of the mature student, and consequently would affect many units within the university, the GFC Executive Committee has struck a sub committee to review the contents of the Senate report.

It was suggested that until there is a clearer picture on what is being recommended regarding the admission of mature students into the university, it was generally agreed there was no point in spending a lot of time in discussing the various recommendations contained in the Senate's report. Deans' Council has also postponed consideration of the report until GFC has made its recommendations.

Associate Dean Harris stated he had already begun a comprehensive examination of the issue of mature students attending the University of Alberta.

In 1980-81, the Faculty of Arts admitted 88 percent of the University's first-year mature student population; in 1981-82, the Faculty admitted 88 percent, again; and, in 1982-83, 87 percent of mature students entering the University enrolled in the Faculty of Arts. Over this three-year period, the number of students has risen from 73 to 179 students.

Associate Dean Harris recommended, in light of the report's recommendations, that the A&MRC be asked to review again the possibility of a non-program route for mature students. There has been a large turnover in not only the A&MRC membership but also Student Program Office personnel. He expected both groups would like an opportunity to discuss the proposal again, in comparison with the Senate Task Force Report, before a 'non-program route' is entertained by Council.

Most Executive Committee members did not believe the Faculty should be accepting more students, on a regular basis, without proper financial resources being provided. However, the Faculty should strive to create a situation which would continue to serve the needs of mature students.

It was moved by Professor Blodgett, seconded by Professor Trumpener,
THAT consideration of the Senate Task Force Report be deferred, pending the scrutiny of this report by the GFC sub committee.

Motion carried

9. Recommendation from the Germanic Languages Department Regarding the Faculty of Arts Undergraduate Teaching Awards

The Germanic Languages Department had submitted to the Executive their department's internal report on the procedures for the selection of the Department's nominee for the Undergraduate Teaching Award and a proposal that sessional instructors be eligible for consideration for the Undergraduate Teaching Award or a similar award. The department has made such

a recommendation, in recognition of the fact that most language departments employ a large number of sessionals with special language-teaching skills. However, these instructors are not eligible for consideration of both the Faculty of Arts Undergraduate Teaching Award and the GFC Rutherford Award for Excellence in Undergraduate Teaching, because of the nature of their appointments.

While the Executive Committee appreciated the fact that some language departments hire on a long-term basis sessionals who are excellent at teaching languages, these staff members are not required to publish in the same context that regular full-time staff members are. The FSPC perceives research and teaching to be coterminous activities. It may be that the kind of research necessary for language instruction could be difficult to assess. It was suggested that language departments could reward internally their excellent teachers, with a similar award to the one offered by the Faculty, for which sessional instructors would be eligible. Accordingly, it was moved by Professor Lewis, seconded by Professor Blodgett,

> TO recommend to the Germanic Languages Department that it consult the other language departments in the Faculty about the possibility of a language-teaching award, for which sessional instructors could be eligible for consideration.

Motion carried

10. Salaries and Promotions Committee: Member-at-large (ref. item 4.3, AFC, 16/5/83)

Professor L. Pratt (Political Science) has resigned from the committee, for reasons of ill health. The Executive nominated the following staff members (subject to their availability to serve) to stand for election through a Faculty-wide ballot. The term is for three years.

D. Barnet, Drama
K. Gupta, Economics
G. Krapf, Music
A. Tupper, Political Science

Continuing members-at-large on the committee are: Professor S. Abu-Laban (Sociology), Professor D. Bessai (English), Professor P. Prestwich (History) and Professor R. Shiner (Philosophy).

During the committee's discussion of this item, the following notice of motion was approved for presentation to Council for approval, on a motion by Professor Trumpener:

> THAT in the event a newly-elected member to a Faculty committee resigns; and, THAT the staff member has been elected as a result of a Faculty-wide ballot; THAT the replacement member on the Faculty committee be selected by the Executive Committee by choosing the staff member with the next highest number of votes.

11. Agenda for the October 20, 1983 Meeting of Arts Representative Council

On a motion by Professor Lewis, seconded by Professor Buse, the Council agenda for the October meeting was set as follows:

a. Approval of the agenda.
b. Approval of the Minutes of the September 1, 1983 Arts Faculty Council Meeting.
c. Tributes.

d. Report of the Executive Committee.
e. Reports of the Honors Committee and the Committee on Academic Standing Re: Fall Graduands.
f. Request from the RO/IRP regarding variable-weight courses.
g. Other business.

12. Adjournment

By general consent, the meeting adjourned at 2:00 p.m.

Saleem MM Qureshi

EXECUTIVE COMMITTEE
Minutes of Meeting of October 24, 1983
2:00 - 3:30 p.m.

PRESENT: S. M. M. Qureshi (Chairman), E. D. Blodgett, A. Buse, S. Stambaugh, U. Trumpener

1. Agenda
On a motion by Professor Buse, seconded by Professor Blodgett, the agenda was approved.

2. Minutes of September 23, 1983 Meeting
On a motion by Professor Buse, seconded by Professor Trumpener, the Minutes were approved.

3. Department Council: Philosophy (ref. item 5, 16/8/83)
It was moved by Professor Blodgett, seconded by Professor Stambaugh,
TO recommend to Council for approval, the request from the Philosophy Department to change the composition of its departmental Council as follows:
(d) any permanent academic staff member whose appointment is at least 0.5 FTE; and, any Mactaggart Fellow currently in the department.

Motion carried

The department had included the following information in its request: "Please note that it is the Staff Council that is the decision-making body in this Department and that, consequently, these changes to Staff Council are necessary for the Department to comply with the GFC regulations concerning student representation on what are usually termed Departmental Councils. Unfortunately, the term 'Departmental Council' serves a role in our departmental Constitution which differs from that intended by GFC. Certainly if it is convenient to describe our new proposal as one concerning the makeup of our Departmental Council, that is fine with us, and we will live up to the intent of GFC's regulations by making the changes, as an internal matter, apply to our Staff Council." The Executive Committee agreed to recommend to the department that it use the same word-- department-- (as other departments are required to do in the Faculty), to describe that council which is the department's decision-making body. It was suggested that a word like 'assembly' be used to describe the current departmental council body.

4. External Representation on Arts Council from the Faculty of Physical Education and Recreation
Acting on authority delegated to it by Council, the Executive approved this Faculty's nomination of Professor M. Padfield as their external representative on Arts Faculty Council.

5. Committee Memberships
5.1 Curriculum Committee
5.1.1 Request to Increase the Number of Committee Members
The Curriculum Committee had forwarded a request to increase the membership of its committee, to include the newly-appointed Assistant to the Associate Dean (SPO). It would also be necessary to include one more student member, because

parity has been granted for student representation on this committee. On a motion by Professor Stambaugh, seconded by Professor Blodgett, the Executive agreed to forward this request to Council for approval.

5.1.2 Replacements on the Committee for January, 1984
The three-year terms for Professor D. Lightner (History) and Professor A. Munn (Music) will expire in January, 1984. Professor C. Schweger (Anthropology) has already been nominated (and approved by Arts Council) to serve as a replacement member. The Executive Committee nominated Professor B. Bentz (Art and Design) to serve as the second replacement member, subject to his willingness to serve. (Professor P. Bartl (Art and Design) was nominated as a back-up replacement.)

5.2 Executive Committee
Professor H. T. Lewis (Anthropology) will be completing his three-year term in January, 1984. Department Chairmen in the social sciences area had been invited, in the first instance, to forward nominations to the Executive Committee; and Professor D. J. C. Carmichael (Political Science) has been nominated by his department.

The Executive Committee nominated these additional staff members to stand for election by a Faculty-wide ballot, subject to their availability to serve:
Professor T. Hartnagel, Sociology
Professor E. Lechelt, Psychology
Professor D. Lubell, Anthropology
Professor R. Sydie, Sociology

It was moved by Professor Stambaugh, seconded by Professor Trumpener,
THAT nominations cease.

Motion carried

Additional nominations will be sought from the floor of Council.

5.3 McCalla Professorship Committee
Three replacement members on this committee are needed for the Spring of 1984. The terms are for three years. Outgoing members are Professor M. Forsyth (Music), Professor L. Osborne (Art and Design) and Professor J. Wilson (Classics). Continuing members are Professor T. Powrie (Economics) for one more year and Professor B. Rule (Psychology) for two more years. The following slate of nominations for a Faculty-wide ballot were recommended.
Humanities area (for one member)
Professor J. King-Farlow, Philosophy
Professor E. Mozejko, Comparative Literature
Professor R. Young, Romance Languages

Fine Arts area (for two members)
Professor D. Barnet, Drama
Professor V. Chan, Art and Design
Professor J. DeFelice, Drama
Professor G. Krapf, Music

It was moved by Professor Blodgett, seconded by Professor Buse,
THAT nominations cease.

Motion carried

Additional nominations will be sought from the floor of Council.

5.4 Committee on Teaching

The committee has nominated Professor C. G. Hickey (Anthropology) to serve a one-year term as chairman of the committee. On a motion by Professor Trumpener, seconded by Professor Buse, it was agreed to forward this recommendation to Council for approval.

6. Request from the Chairman of Slavic and East European Studies Regarding the Use of Teaching Evaluation Questionnaires at FSPC

Dr. Busch, Chairman of the Department of Slavic and East European Studies, had written to FSPC stating his belief that teaching evaluation questionnaires could provide useful information to the FSPC. He suggested a Faculty-wide policy be initiated to make questionnaire data automatically available to FSPC "with appropriate assurances that these data will be chronologically and departmentally contextualized as they relate to the assessment of an individual's teaching performance for a given year." It became evident, during the general discussion, that the Executive Committee was uncertain about the precise intent and nature of the proposal: Is it, e.g., the intent of the department to propose a policy to Council for approval, to entitle department chairmen (not necessarily on an automatic basis), to introduce the results of teaching evaluations to the FSPC during its salaries and promotions deliberations? The Executive Committee suggested the Department be asked to propose a specific motion that could be forwarded to Council for discussion and to include, with the proposal, a brief rationale for such a policy being approved by Arts Council.

7. Procedures That Could Be Employed for the Evaluation of Teaching

The Committee on Teaching has been instructed by Arts Council, as one of its terms of reference, "to review the procedure currently employed by the Arts Faculty Salaries and Promotions Committee in evaluating individual faculty members' teaching performance, and to recommend to the Faculty such changes in this procedure as would further promote teaching excellence and insure its being treated as of roughly equal importance with excellence in research." Last March, the Committee on Teaching wrote to the Chairman of the Arts FSPC expressing its concern "that excellence in teaching be treated as of equal importance with excellence in scholarship and research for all professorial ranks, and that it be seen to be so." The Committee on Teaching also recommended that the FSPC present annual reports to Arts Council and provide a summary of the grounds for individual salary and promotions decisions. Thus FSPC would be expected to tabulate its actions with respect to increment and promotion decisions.

The FSPC considered this request recently and concluded that this was an unwieldy request, since it is impossible to separate the teaching portion of any increment decision and to summarize it. The FSPC has suggested the Committee on Teaching could facilitate the work of the future FSPC by developing possible procedures that could be employed on a regular basis, and the Committee on Teaching was assigned this task by the Executive Committee.

8. Expanded FSPC Proposal Regarding Gross Deficiency for Inclusion in the Faculty of Arts Criteria for the Evaluation of Academic Staff

The Executive Committee agreed to forward this proposal to the November 10 meeting of the full Arts Council, with one suggested change in wording: To begin clause 3 with the following statement. "A decision to award no merit increment can be made for a variety of reasons."

As a result of this substitution, the quotation marks would be moved to the beginning of the second paragraph, i.e., "Article 9.06.2... ."

9. Agenda for the November 10, 1983 Meeting of Arts Faculty Council

The agenda for the meeting was set as follows:

a. approval of the agenda.
b. approval of the Minutes of the Meeting of October 20, 1983.
c. report of the Executive Committee.
d. report of the Curriculum Committee on Course and Calendar Changes.
e. expanded FSPC proposal regarding gross deficiency.
f. other business.

10. Adjournment

By general consent, the meeting adjourned at 3:30 p.m.

Saleem M. Qureshi

EXECUTIVE COMMITTEE
Minutes of Meeting of January 12, 1984
1:00 - 3:00 p.m.

PRESENT: T. H. White (Chairman), D. Barnet, E. D. Blodgett, A. Buse, T. Hartnagel, S. Stambaugh

1. Agenda
The agenda was read and agreed upon.

2. Minutes of October 24, 1983 Meeting
On a motion by Professor Buse, seconded by Professor Blodgett, the Minutes were approved.

3. Council/Committee Memberships

3.1 External Representation on Arts Council
The Executive Committee approved, on behalf of Arts Council, the nomination of Associate Dean Cossins, to replace Associate Dean Hooz as one of the three external representatives from the Faculty of Science on Arts Council.

3.2 Film Studies Committee
The Executive approved, on behalf of Arts Council, the nomination of Professor P. Dubé (Romance Languages), to replace Professor J. Duciaume as the department of Romance Language's nomination on this Committee.

3.3 Canadian Studies Committee
The Executive Committee approved, on behalf of Arts Council, the nomination from the Faculty of Education of Professor T. Carson (Secondary Ed.), to replace Professor R. Carney (Educational Foundations), as the representative of that Faculty on this Committee.

3.4 Committee on Teaching
Professor J. Forrest has resigned from this Committee, because of many committee responsibilities. The Executive Committee nominated Professor C. Drummond (English), to serve as a replacement member; Professor R. Whitinger (Germanic Languages) was nominated as a backup.

3.5 Undergraduate Teaching Awards Committee
Two replacement members are needed for Associate Dean Harris and Professor J. McMaster (English). The continuing member is Professor J. Foster (History); the chairman is Associate Dean Qureshi. The Executive Committee made the following primary and alternate nominations for the Fine Arts and Humanities areas of the Faculty:

	Fine Arts	Humanities
primary	J. Sybesma-Ironside, Art and Design	P. Knight, Romance Languages
alternate	G. Krapf, Music	A. Purdy, Romance Languages

4. Revisions to the List of Fall Graduands (ref. item 5, ARC, 20/10/83)
Acting on behalf of Council, the Executive Committee approved, by a telephone ballot last November the following additional graduands:

B.A. (General)	Diane Mary Alice Hostyn
	Laura Christine Youngberg
B.F.A. (Art and Design)	Patrice Lanette Lesick

5. Arts Faculty Honors Prizes (ref. item 7.3, 16/8/83)

Last August, the Executive Committee had returned some suggested guidelines to the Honors Committee for reconsideration. The Executive Committee had recommended the guidelines emphasize the g.p.a., when Honors prize recipients are being ranked; the g.p.a. should be the governing weighting factor.

The Honors Committee has reaffirmed its preference to maintain some flexibility in awarding Honors prizes to students who do not fall strictly into a category that can be ranked by g.p.a. alone. The Honors Committee had offered examples of disabled students and students who make great strides in academic performance over their academic career. The Honors Committee believes the existing system of checks and balances would prevent the possibility of an arbitrary decision being made at any one level of the process.

Accordingly, the following recommendation had been returned by the Honors Committee to the Executive Committee: "Up to five Honors prizes may be awarded with emphasis on g.p.a. ranking. However, the ad hoc committee appointed each year to recommend these awards should be given flexibility to make recommendations for Honors prizes on other bases which emerge in examining the information provided. In no case will an Honors prize be given to someone whose g.p.a. is not 8.0 or above."

Members of the Executive spoke in favor of excluding all elements of subjectivity when the recipients of Honors prizes are being recommended; the Committee supported the status quo, where the g.p.a. is the sole basis for determining winners of Honors prizes. The Executive Committee stated it would not recommend the suggested guideline to Arts Council for approval. Accordingly, it was moved by Professor Stambaugh, seconded by Professor Barnet,

TO refer the recommendations back to the Honors Committee with some suggestions (outlined below).

Motion carried

The Executive Committee believed the awarding of special prizes to disabled or worthy students was a worthwhile notion to pursue in conjunction with the Committee on Academic Standing (and the disabled students' association). It may be feasible to establish awards for students registered in all programs of the Faculty, not just the Honors Program. It was agreed to suggest this possibility to the Honors Committee.

6. FSPC Use of Teaching Evaluation Questionnaires (ref. item 6, 24/10/83)

The Chairman of the department of Slavic and East European Studies has recommended a policy statement to Council for approval, which would allow chairmen to bring the results of course evaluation questionnaires to the attention of FSPC.

Professor Blodgett spoke against sending this motion to Arts Council now; he thought it would be premature, since he and an FSPC colleague would be proposing to FSPC, when it meets next, to strike an FSPC sub committee to look into the whole range of issues that are involved in the problems surrounding the evaluation of teaching.

It was moved by Professor Blodgett, seconded by Professor Barnet,

TO table the item.

Motion carried

The Chairman suggested Professor Blodgett speak to Professor Busch about his reasons for delaying action on this item before the next meeting of FSPC.

7. GFC Disposition of Recommendations Contained in the Senate Task Force Report on Mature Students (ref. item 8, 23/09/83)

A summary of the STF recommendations and GFC disposition of these recommendations was received for information and will be forwarded to the Admissions and Matriculation Requirements Committee for further consideration. This Committee has endorsed and proposed a non-program route for mature students which has not received GFC's support; therefore, the proposal will be sent back to the A&MR Committee for reconsideration. The Chairman reported that GFC has tabled a proposal from the Faculty, to increase the admission requirements for non-matriculated adults. The A&MR Committee will be asked to review the proposal and present an alternate proposal to forward back to GFC.

8. Graduate Student Representation on Faculty Councils

On October 31, 1983, GFC approved the following recommendation, presented by the Graduate Students' Association: "That it be the University of Alberta policy, effective immediately, to include on Faculty Councils student representation (undergraduate and graduate, where appropriate), the exact numbers to be determined by each Faculty Council." The Chairman noted that present student representation on Arts Council is at parity with faculty representation (i.e., 1-15 f.t.e. = 1 rep.). It was agreed that this principle should be extended to graduate students, too, if they are to be represented on Council, by including them in the pool of students from which student representatives would be chosen for Arts Representative Council. The Chairman was instructed to correspond with the President of the Arts Students' Association and the Graduate Students' Association representative in each Arts department, to invite them to meet to discuss the current policy for electing student representatives and to recommend a proposal to Arts Council to elect graduate students. It was noted that there are several related items that need to be discussed, including the mix of undergraduate/graduate representatives on ARC, the status of graduate students who would be considered eligible to be elected, and the status of those students who would be entitled to vote, etc.

9. Degrees With Distinction (ref. item 7, AFC, 26/8/80)

In February, 1981, GFC approved a request from the Faculty of Arts for a policy change regarding graduating with distinction. The new regulation provided that distinction for graduating students would be calculated on a g.p.a. of 7.5 or higher over all courses completed after the first five f.c.e. The new regulation was first implemented in the Fall of 1983, according to the following interpretation by the Committee on Academic Standing:

> In determining the grade-point average for the awarding of degrees with Distinction, the five full-course equivalents that will not be counted in the calculation will all be courses at the 100- and 200-level and will include any matriculation deficiency, junior English, junior laboratory science, two other junior courses (one in each area of concentration). If there is no matriculation deficiency, one other option at the junior level will be included. If some of these junior courses are taken in the second, third or fourth year of the student's program, the choice will be based on the lowest grade point (or points).
>
> Since the grade-point average for graduation is not mentioned specifically, we are assuming that the same rules and method of calculation will

apply to it. To do otherwise would require a duplication in the calculation of grade-point averages for students in the twenty-course programs, i.e., the B.A. (Special) and the B.A. (Canadian Studies).

It should be noted that a significant number of student programs present specific problems. For this reason, included with the report are a number of student record cards which reveal some of these specific problems that arise.

It should also be noted that there will be some cases in which the choice will have to be left to the discretion of personnel in the student program office.

The Chairman of the CAS, Dr. Nelson, commented that CAS had found this new regulation very unwieldy to operate. All possible cases of graduation with distinction have to be manually counted and checked by a small group of staff. A series of sample record cards had been provided to the Executive, to demonstrate some of the difficulties associated with establishing the first five f.c.e. completed. Examples included a student transferring into the Faculty with three and one-half credits already. The next junior-level course in the second year of the student's program is in the same discipline as one of the courses accepted for credit; in a student's first year of study five different disciplines must be taken. Professor Nelson added that more and more junior courses are being taken by students in second and third year, and it is difficult to determine which junior-level courses should be added up to make the complement of five f.c.e.

Given the shortage of resources within the Dean's Office, and the amount of time that is required to calculate the first five f.c.e. completed, the Executive agreed to forward the following recommendation from CAS to Arts Council for approval, on a motion by Professor Blodgett, seconded by Professor Barnet,

THAT in the cases of the B.A. (General), B.A. (Special) and B.A. (Canadian Studies), degrees with Distinction shall be awarded to students who achieve a g.p.a. of 7.5 or higher on 15 full-course-equivalents for the B.A. (General) and 20 full-course-equivalents for the B.A. (Special) and the B.A. (Canadian Studies). (Courses declared extra to the degree at the time of registration will not be used in the calculation.)

It was also agreed to accept the Committee's recommendation that the grand-father clause not be applied in this case.

10. B.A. (Special) in Geography Designations on Transcripts

Last Spring, Arts Council approved three areas of specialization in the B.A. (Special) in Geography program. For lack of clarity in the proper description of the program, one of the three areas of specialization was challenged: B.A. (Special) in Geography (Resources Studies). The challenge was successfully resolved; however, it became evident during the challenge period that one aspect of the department's original request had been overlooked. The department has requested that it be possible for the area of specialization to be designated on the student's transcript. This is a normal practice in the Faculty of Science; however, since the

B.A. (Special) was introduced in 1971, as an 'interim' degree, it has never been the practice in the Faculty of Arts to have the area of specialization in a Special degree program put on a student's transcript.

The Curriculum Committee has reaffirmed this principle and does not recommend that Council approve the request from the Geography Department. Two reasons were given for their decision:

1. The B.A. (Special) degrees are interim programs until it is known whether a four-year B.A. (General) will become the usual degree of the Faculty.
2. The B.A. (Special) student need have no more concentration in any given area than a B.A. (General) student.

However, the Curriculum Committee did recognize that some market benefits would accrue to students when they were applying for jobs. Ultimately, the academic arguments were overriding in the Curriculum Committee decision to recommend against the request.

The Geography Department has challenged the Curriculum Committee's decision. The Department Chairman argues that the point regarding notation on the transcript has already been approved (when the areas of specialization were approved), and the department is, therefore, being subjected to a second judgment. The Chairman claims a disservice is being done to students who should be able to claim the same information on the transcript as appears in the Calendar description of the program.

Dr. Ironside responded to the first argument of the Curriculum Committee (regarding the interim nature of (Special) degrees) by stating, "We operate under the regulations of today, not what may be of tomorrow." Addressing the second argument from the Curriculum Committee, Dr. Ironside pointed out that "all three areas of specialization share the following characteristics: a greater concentration possible in a specific area than a B.A. (General) student could obtain or a normal B.A. (Special) student arising from specified required courses; the increased number of specified required courses restricts 'randomness' to the remaining options. The programmes are designed exactly to provide a greater specialization in a field of study than the standard faculty requirements for a Special degree."

The general opinion of the Executive Committee was that there is no real reason not to accept the arguments presented by the Geography Department; if a student could benefit from having this kind of information on his/her transcript, then it should be possible.

The Executive Committee did take note of the second argument presented by the Curriculum Committee, and in recognition of this fact, it was moved by Professor Hartnagel, seconded by Professor Barnet,

> TO refer the request back to the Curriculum Committee and to ask the Committee to develop for Council's approval a set of criteria which would establish a formula to determine if extraordinary B.A. (Special) programs offer a satisfactory number of courses appropriate to the area of concentration that are greater than the number offered in B.A. (General) programs and the normal B.A. (Special) program.

Motion carried

It was agreed to suggest to the Curriculum Committee that other criteria could be included in the guidelines. The Curriculum Committee was also asked to reconsider the request from the department of Geography once some guidelines could be used to assess the number of courses in the areas of concentration, and to report back to the Executive Committee on this item.

11. Adjournment

By general consent, the meeting adjourned at 3:00 p.m.

Chairman

EXECUTIVE COMMITTEE
Minutes of Meeting of February 16, 1984
1:00 - 3:00 p.m.

PRESENT: T. H. White (Chairman), D. Barnet, E. D. Blodgett, A. Buse, T. Hartnagel, S. Stambaugh, U. Trumpener

1. Agenda
The agenda was read and agreed upon.

2. Minutes of January 12, 1984 Meeting
At the request of Professor Hartnagel (see also Minute 6, below), the motion in Minute 10 was amended to read:

> TO refer the request back to the Curriculum Committee and to ask the Committee to develop for Council's approval a set of criteria which would establish a formula to determine if extraordinary B.A. (Special) programs offer a satisfactory number of courses appropriate to the area of concentration that are greater than the number offered in B.A. (General) programs and the normal B.A. (Special) program.

On a motion by Professor Buse, seconded by Professor Barnet, the Minutes, as amended, were approved.

3. Committee on Teaching (ref. item 3.4, 12/01/84)
Neither Professor Drummond (English) nor Professor Whitinger (Germanic Languages) is prepared to serve on this Committee. The Executive nominated Professor A. Small (Classics) to serve as a replacement member for Professor Forrest (English). Professor C. Moore (Romance Languages) and Professor J. Orrell (English) were nominated as back-ups.

4. Arts Faculty Honors Prizes (ref. item 5, 12/01/84)
In light of the Executive's recommendation, made at the last meeting to support the Executive's October, 1983 suggested guideline, and to reject the inclusion of subjective elements in the guidelines, the Honors Committee has expressed its support for the earlier suggestion by the Executive; viz.,

> Honors prizes shall be awarded on the basis of a g.p.a. ranking. Up to five Honors prizes may be awarded to graduands with the highest ranking g.p.a., other than the Governor-General's Gold Medal winner. In no case will an Honors prize be given to someone whose g.p.a. is not 8.0 or above.

The Executive agreed to forward this recommendation to Arts Council for approval.

5. B.A. (Special) in Geography Programs: Designation on Transcripts
On a motion by Professor Barnet, seconded by Professor Buse, the Executive agreed to forward a request from the Geography Department, to make arrangements with the Registrar's Office, to have the notation printed on students' transcripts for the three areas of specialization in the B.A. (Special) in Geography programs. The Curriculum Committee has supported the request, because it is apparent that the required courses in the three areas of specialization exceed the minimum number of courses required in the normal Special programs, and the maximum number of courses allowed in the General program.

6. Criterion to Distinguish the Maximum Courses Required in an Area of Concentration in the B.A. (General) Degree and the Minimum Courses Required in the Primary Area of Concentration in the B.A. (Special) Degree

The Curriculum Committee had arrived at a recommendation in response to the Executive's request for guidelines to determine if certain Special programs offer a satisfactory number of courses in the area of concentration and greater than the number of courses offered in the General program. The Curriculum Committee was suggesting that a minimum of five and one-half courses be required in the principal subject of concentration (at least four of which must be senior courses) in a B.A. (Special) program. Departments would remain free to establish higher minimum requirements for their programs. The Curriculum Committee was also expressing its desire to reserve the right to examine requests to have the areas of specialization in Special programs printed on students' transcripts, on a case by case basis.

One Executive member spoke against the recommendation; he did not believe 5½ courses were adequate as a minimum requirement and some other criteria should be included. Departments wishing to develop proposals for extra-ordinary Special programs should have some guidance in what to anticipate and include in their proposals to the Curriculum Committee for assessment. He added that the Curriculum Committee may have been misled by the example of the Criminology program, because that is a multidisciplinary program, and the range of 5½ to 6½ has been established because of the requirements in the criteria that exist for the approval of multidisciplinary programs. In this instance, the Curriculum Committee is addressing a disciplinary-based specialization program and what should be a sufficient degree of concentration in that discipline.

The Executive Committee concurred that the relationship between the Special and General programs is not a particular issue that needs to be addressed, and the Curriculum Committee may want to reconsider its recommendation. It was not considered worthwhile to amend current Faculty legislation to effect a difference of one half course between the General and Special programs. Rather, the issue is the specificity of the criteria that would be employed when the Curriculum Committee is asked to make a judgment on requests from departments to have the notation of extraordinary Special programs printed on students' transcripts. It was noted that an elaborate set of criteria need not be developed; however, there should be some statement about the minimum number of courses that would be required beyond the floor of the minimum for the B.A. (Special), the focus of the course content in areas of specialization and the structure and sequencing of required courses in the area of specialization. Accordingly, it was moved by Professor Hartnagel, seconded by Professor Stambaugh,

> TO refer the Curriculum Committee's recommendation back to the Committee, with the revised description of the original motion and some suggested guidelines to develop procedures for subsequent departments wishing to propose areas of specialization in the B.A. (Special) program.

Motion carried

7. Admission Requirements for Non-Matriculated Adult Applicants

Last September, Arts Council forwarded to GFC for approval a change to the current admission requirements for nma's. The change would require such applicants to present Gr 10 and a mark of 65 in English 30 or a

College/University-level English course for admission to this Faculty. Presently, the most common procedure used for admission is the assessment of a brief essay, written by the applicant. At the time, it was thought that the proposed admission requirement would provide a better measure for making decisions on admissions. A lot of the work done in this Faculty depends upon being able to express oneself in a written form that can be understood, and it is essential for nma's to be able to demonstrate that capability before registering in courses. Because many nma's are incapable of doing university-level work, a great deal of strain and additional work falls on instructors, who have to deal with someone who does not have the basic equivalent of English 30 capability.

While the GFC Executive did not endorse the proposal, GFC has tabled the item, pending the receipt of additional information or an alternate proposal. It was pointed out that a mark of 65 in English 30 was higher than any other Faculty's requirement and the selection of 65 itself was questioned by GFC, especially if one need only to gain a pass (4) in a junior-level English course as an alternative for admission.

The Admissions and Matriculation Requirements Committee had prepared an alternative proposal for approval by Arts Council and forwarding back to GFC: "Effective September, 1985, applicants must present at least one of the following prior to admission: a pass in English 30 or a pass in the Writing Competence Test or a pass in one f.c.e. junior English course."

During the general discussion of this item, the Executive learned that unclassified or nma students can already take a junior-level English course here or at a provincial college, without English 30 as a preparation. The revised proposal would offer more flexibility in terms of options for admission and would require a demonstration of some competency in writing skills. A pass in the Writing Competence Test is being phased in as an admission requirement, beginning in 1987. When this occurs, this alternate requirement would have to be reviewed and amended. There is also some expectation that students will be entering university with higher grades in English 30, as a result of changes in the high school curriculum.

The Chairman informed the Executive that the Faculty of Arts has, over the past year, admitted 88 percent of the nma's on campus. A standardized admission procedure would help to ensure students have the ability to do university-level work and assure staff members that this category of student has the same competency as any other entering student. Discussion concluded with the Executive agreeing to forward the alternate proposal to Council for approval, on a motion by Professor Barnet, seconded by Professor Buse.

8. Representation on GFC

Professor S. R. Munro (East Asian Languages and Literatures) will be completing his three-year term on GFC this June. The Faculty has been asked, by the Secretary to GFC, to elect a replacement member by the end of March. The newly-elected member will thereby be eligible for nomination to the GFC Nominating Committee and the GFC Executive Committee. The term of office will be for three years, beginning July first. The following slate of nominations was struck, to present to Council for approval of a Faculty-wide ballot (subject to the individuals being available to serve). Departments that are not presently represented, or no longer represented, have

been asked to announce additional nominations at the March 1 Council meeting; additional nominations will also be sought from the floor of Council.

E. D. Blodgett (Comparative Literature)
E. Lechelt (Psychology)
A. Small (Classics)
R. Sydie (Sociology)

9. Agenda for March 1, 1984 Meeting of Arts Representative Council

The Council agenda was set as follows:

a. Approval of the agenda.
b. Approval of the November 10, 1983 meeting of Arts Council.
c. Recommendation from CAS re Degrees with Distinction.
d. Recommendation from Honors Committee re Honors Prizes.
e. Recommendation from A&MR Committee re Admission Requirements for NMAs.
f. Recommendation from the Curriculum Committee re Designation on Transcripts of B.A. (Special) in Geography areas of specialization.
g. Other business.

10. Adjournment

By general consent, the meeting adjourned at 3:00 p.m.

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Chairman

EXECUTIVE COMMITTEE
Minutes of Meeting of April 3, 1984
1:30 - 3:05 p.m.

PRESENT: T. H. White (Chairman), D. Barnet, E. D. Blodgett, T. Hartnagel, S. Stambaugh, U. Trumpener

1. Minutes of February 16, 1984 Meeting

It was moved by Professor Stambaugh, seconded by Professor Barnet,
TO adopt the Minutes.

Motion carried

2. Deadline for McCalla Professorship Applications

The Chairman of the Sociology Department had written to the Executive stating that the current deadline for McCalla Professorship Applications (March 15) makes planning for replacement staff difficult; the later the deadline, the more difficult it is to find staff replacements. He has suggested the deadline be moved back to January 15 and the decisions made by February 15 annually. It was moved by Professor Trumpener, seconded by Professor Hartnagel,
TO recommend this suggestion to Arts Council for approval.

Motion carried

3. Arts Representation on External Faculty Councils

The Executive Committee made the following nominations to external Faculty Councils, on behalf of Council, and they were approved, on a motion by Professor Trumpener, seconded by Professor Hartnagel.

Faculty	Nominated Representative from Arts
Agriculture and Forestry	S. Mackinnon, History
Business	R. Hamowy, History
Education	P. Demers, English; A. Munn, Music (back-up nom'n)
Engineering	G. Lowe, Sociology; H. Krahn, Soc. (back-up) R. Anderson, English; D. Wilkie, English (back-up)
Faculté Saint-Jean	O. P. Dickason, History; P. Robberecht, Comp. Lit.
Home Economics	S. Abu-Laban, Sociology
Science	D. Heth, Psychology; D. Young, Anthropology

4. Committee Memberships: 1984-85

Memberships on Arts Faculty committees were reviewed in light of leaves, completion of terms and resignations. Subject to the availability of replacement members to serve, replacement nominations will be forwarded to Arts Council for approval.

4.1 Executive Committee

Outgoing members (Sept.)	Executive nominations (for a Faculty-wide ballot)
D. Barnet, Drama	Humanities/Fine Arts areas
	V. Chan, Art and Design
	K. Holden, Slavic & East European Studies
	M. Roeder, Music
A. Buse, Economics	Social Sciences
	G. Dacks, Political Science
	B. Dahlby, Economics
	J. Lejnieks, Political Science
	D. Lubell, Anthropology

In the first instance, departments had been solicited for nominations; additional nominations will be invited from the floor of Council.

4.2 Academic Planning Committee

Outgoing members	Executive nominations
D. Barbour, English	S. Bagchee, English
H. Pausch, Germanic Lang.	D. R. Owram, History
	P. Bartl, Art & Design (back-up nom'n)

4.3 Admissions and Matriculation Requirements Committee

Outgoing members	Executive nominations
R. Chenier, Art & Design	E. Egert, Germanic Lang.
L. N. McKill, English	F. Radford, English
	H. Liebel-Weckowicz, History (back-up)

4.4 Curriculum Committee

Outgoing member	Executive nominations
G. Lowe, Sociology	S. Jackel, Canadian Studies
	J. Golec, Sociology (back-up nom'n)

4.5 Salaries and Promotions

Outgoing members	Executive nominations (for a Faculty-wide ballot)
S. Abu-Laban, Sociology	P. Bartl, Art & Design
D. Barnet, Drama	A. Fisher, Music
	L. Hayduk, Sociology
	E. Lechelt, Psychology
	M. McMillan, Economics
	M. Prokop, Germanic Languages

4.6 Teaching

Outgoing member	Executive nomination
J. Foster, History	R. Hoffpauir, English

4.7 Tenure Committee: Faculty Panel (two-year terms)

Outgoing members	Executive nominations (for a Faculty-wide ballot)
Humanities/Fine Arts areas	
R. Anderson, English	B. Bentz, Art & Design
J. DeFelice, Drama	C. Hale, Germanic Languages
	D. Langdon, Romance Languages
	S. Rees, English
Social Sciences area	
D. Lubell, Anthropology	J. W. Gartrell, Sociology
P. Prestwich, History	R. Gruhn, Anthropology; C. Schweger (back-up)
V. Salyzyn, Economics	K. Gupta, Economics
E. Waugh, Religious Studies	M. McMillan, Economics
	D. R. Owram, History
	D. Pierce, Sociology
	G. Stevenson, Political Science
	C. Schweger, Anthropology (back-up)

4.8 Grants Committee

Outgoing members: Spring	Executive nominations
A. Fisher, Music	P. Schouls, Philosophy
A. Scott-Prelorentzos, Germanic Lang.	W. Jungkind, Art and Design
	R. Whitinger, Germanic Lang. (back-up nom'n)
R. Young, Rom. Lang. (alt.)	B. Tarver, Drama (back-up nom'n)

Grants Committee (cont'd)

Outgoing members: Fall	Executive nominations
J. Crowther, English	D. J. Hall, History
L. C. Green, Pol. Science	J. McMaster, English
M. Kosinski, Art & Design	J. McTeague, Drama
	W. Hetherington, Sociology (back-up nom'n)
	U. Margolin, Comp. Lit. (back-up nom'n)
	F. Pier, Music (back-up nom'n)

Because it is necessary for the Grants Committee to meet before the next Council meeting, these nominations were approved on behalf of Council, on a motion by Professor Blodgett, seconded by Professor Barnet.

4.9 East Asian Studies Committee

Professor S. Arntzen (EALL) has been appointed by the Committee as chair for a three-year term, retroactive to January, 1984. The department of History has appointed Professor S. Vinh to replace Professor B. Evans on this committee, retroactive to January, 1984.

5. Degrees with Distinction (ref. item 9, 12/1/84)

At the March 1 meeting of Arts Representative Council, Council voted to refer the CAS' recommendations regarding graduation and distinction back to that Committee for clarification. The revised recommendations were now available; however, the chairman did not think there was a clear enough academic and philosophical rationale included with the recommendation to change the current regulations.

The Chairman reminded the Executive Committee that the current regulation has only been practiced once, and the Executive has already accepted (in January) the Committee's recommended handling to exclude the first five f.c.e. The Chairman also pointed out that Note 2 is contrary to GFC policy. Students entering University complete their program requirements according to the Calendar regulations operative when they entered; therefore, the recommendation regarding the grandfather clause would not be acceptable to GFC.

The Chairman reported that most faculties consider distinction on the basis of a g.p.a. of 7.5 on the last 10 f.c.e. (assuming a full-course load had been taken over the last two years). If the CAS' rationale to recommend a change was simply that it is difficult to calculate the first five f.c.e., it was suggested that the Committee on Academic Standing should consult other faculties about how they determine g.p.a. for distinction.

It was also suggested that the clerical process and practices used to verify the g.p.a.'s for distinction and graduation should be reviewed before GFC is asked to approve another set of regulations. In sum, the Executive Committee was not convinced that the problems expressed by the CAS were being redressed in the proper manner. Accordingly, it was moved by Professor Barnet, seconded by Professor Stambaugh,

> TO refer back to CAS its recommendations regarding the g.p.a. for graduation and the g.p.a. for distinction and to ask the Committee to reconsider its proposal in light of the procedures followed by other faculties. The Executive recommends that there be a thorough exploration of what is the practice in other faculties and that any further recommendations include a full academic and philosophical rationale in addition to any procedural arguments.

Motion carried

Subsequently, it was moved by Professor Blodgett, seconded by Professor Barnet,

TO table recommendations (a), (b), and (c) concerning the g.p.a. for graduation, pending the resolution of the recommendation regarding distinction.

Motion carried

It was agreed that more information and extra preparatory work would better ensure success at all university-level committees. The CAS may want to report back to the Executive what the experience of CAS was in preparing recommendations for graduation this May.

6. Adjournment

By general consent, the meeting adjourned at 3:05 p.m.

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Chairman

EXECUTIVE COMMITTEE
Minutes of Meeting of May 9, 1984
2:00 - 3:30 p.m.

PRESENT: T. H. White (Chairman), D. Barnet, E. D. Blodgett, T. Hartnagel, S. Stambaugh, U. Trumpener

1. Agenda
Two items were added to the agenda: letter from Professor Craig, and announcement from GFC regarding supplemental examinations.

2. Minutes of April 3, 1984 Meeting
On a motion by Professor Trumpener, seconded by Professor Barnet, the Minutes were approved.

3. Committee Memberships: 1984-85

3.1 Curriculum Committee (ref. item 4.4, 3/4/84)
Professor Bentz (Art and Design) has resigned from the Committee, so a replacement member is necessary for a three-year term. The Executive nominated Professor E. Lejano (Music), with Professor C. Lewis as a back-up nomination.

3.2 Salaries and Promotions Committee (ref. item 4.5, 3/4/84)
Professor R. Shiner (Philosophy) has received a SSHRCC grant for next year, so another member will be resigning from the elected-at-large group on FSPC. The Executive nominated Professor P. Schouls (Philosophy) as an additional nomination to the slate for a Faculty-wide ballot, with Professor R. Bosley (Philosophy) as a back-up nomination.

3.3 General Faculties Council
Professor J. Orrell (English) will be a McCalla Professor next year; therefore, he will be resigning from GFC on June 30, 1984. The Executive nominated the following slate to stand for election by a Faculty-wide ballot (which includes departmental nominations). The term for the replacement member will be three years, beginning July 1, 1984.

R. d'Alquen, Germanic Languages	E. Mozejko, Comparative Literature
R. T. Harrison, English	S. R. Munro, East Asian Lang's & Lit's
W. Jungkind, Art and Design	R. Sydie, Sociology

3.4 External Representation on Faculty of Arts Council
On a motion by Professor Trumpener, seconded by Professor Hartnagel, the Executive, acting on behalf of Council, approved the nominations of Professor G. Reschenthaler (Faculty of Business) and Professor I. Filanovsky (Faculty of Engineering) as external representatives on Arts Council for next year.

4. Selection Committee for a Dean of Arts
The Vice-President (Academic) has informed the Faculty that he would like to strike the Selection Committee for a Dean of Arts now. (It is necessary to have the committee in place nine months before the end of the current Dean's end of term.) In accordance with GFC regulations, this Faculty needs to elect three faculty members, all from different departments, and one department chair, elected by the chairs of the Faculty. Staff

members have been invited to forward nominations, in the first instance, and the following staff members have agreed to stand for election by a Faculty-wide ballot; additional nominations will be invited from the floor of the May 23 Council meeting. Two undergraduate students, each from different departments, will be elected by the ASA by early September.)

L. H. Craig, Political Science
R. Hoffpauir, English
T. L. Powrie, Economics
M. M. Van de Pitte, Philosophy

5. Policy and Procedures Governing Student Representation on Arts Councils (ref. item 8, 12/1/84)

(The proposal having been distributed in advance of the meeting, a copy of the revised set of recommendations is attached to the official Minutes.)

In 1983, GFC approved a recommendation from the GSA, to include graduate student representation on faculty councils. Subsequent to the last Executive meeting, a meeting was held with a representative from the Arts Students' Association, the GSA representatives in the Faculty of Arts and the Faculty Secretary. A draft set of revised regulations regarding student representation on Arts Councils was prepared for approval by Council.

Two basic recommendations were contained in the proposal:

1. To continue the practice of parity between students' and faculty representation on Arts Councils. (The same group of students elected to Arts Rep. Council would serve on Arts Full Council.)

2. To allow for the election of a maximum of one graduate student in departments where there is provision for more than one student representative. Of the 36 student seats, therefore, 12 seats would be guaranteed for graduate students and 24 seats would be guaranteed for undergraduate students.

It was moved by Professor Blodgett, seconded by Professor Barnet,
TO forward the recommendations to Council for approval.

Motion carried

6. Suggested Appendix to the Faculty of Arts Criteria Document From FSPC

FSPC has developed a suggested appendix to the Arts Criteria Document in response to a recurring problem of the non co-operation of a (very small) number of staff members in supplying material as required in the Annual Report.

The suggestions from FSPC are:

1. In the absence of information provided by the staff member concerning an area of assessment for S & P purposes, as per Article 9.0.1.1 of the Faculty Agreement at the University of Alberta, the area for which information is missing will not be taken into account when building a case of salaries and promotions incrementation.

2. When sufficient information is unavailable concerning one of the foregoing areas of assessment, the Department Chairman has the authority to collect information at his/her discretion, and then present the results to FSPC as a basis for the determination of

merit in that area. (See Article 9.07.1 and Appendix D of the Faculty Agreement.)

3. When the absence of information pertaining to either research and publications/creative work or teaching at the University of Alberta is the result of deliberate non-cooperation on the part of the staff member, the absence of information will constitute provisional grounds for the determination of a zero ("d") increment.

The Chairman summarized the intent of the first statement by indicating that when information is not provided, then it can't be taken into account when incrementation is being considered. The second statement includes an element of volunteerism in that the chair can take the initiative to include information for consideration, e.g., with regard to teaching: If the chair thinks a staff member's teaching is fine, and the staff member, however, does not co-operate in collecting information regarding teaching evaluation, this situation will not be looked at by FSPC. If a chair thinks there is a problem with a staff member's teaching, and moreover, the staff member does not co-operate in the collection of information regarding teaching evaluation, the chair would have the responsibility to demonstrate that deficiency (and this may be a reason for the staff member's lack of co-operation). The third statement deals specifically with the small number of cases relating to non co-operation by staff members.

The Executive concluded from its general discussion that the three statements in a stand-alone fashion were contradictory. On the one hand, the chair is bound by the requirements in statement one; and, on the other hand, the chair is free to collect information on his own in the second statement. Statement three appeared to contradict the previous two statements, too (the absence of information ... will constitute provisional grounds for the determination of a zero increment).

The Chairman remarked that, in the context of the FSPC discussion on this proposal, the suggestions were logical. However, he agreed that anyone who has not been privy to the FSPC discussion would have difficulty understanding the nuances of the individual statements.

One Executive member suggested the last clause in the first statement specify the consequence of not having information included in the package of information used for incrementation purposes. Another Executive member mentioned that FSPC might also consider shortening the statement to the effect that deliberate non co-operation regarding the assessment of teaching should in fact be deemed to be grounds for a zero ("d") increment, while deliberate non co-operation regarding the assessment of research could be provisional grounds. The Executive's general discussion concluded, on a motion by Professor Stambaugh, seconded by Professor Buse,

TO refer the suggested appendix back to FSPC for amplification, clarification and revision.

Motion carried

7. Suggested Changes From FSPC to Article 9 of the Faculty Agreement
(The proposal having been distributed in advance of the meeting, a copy is attached to the official Minutes only.)

The Chairman introduced some suggested changes to the wording of Articles 9.05 and 9.07 of the Faculty Agreement. The intent is to change the process of

making promotion recommendations so that the chair would not have to make his/her recommendation until all of the outside assessments have been received.

It was moved by Professor Trumpener, seconded by Professor Blodgett,
TO forward the suggested changes from FSPC to Arts Council for endorsement.

Motion carried

Once Arts Council has indicated its support of the changes, they will be forwarded to the Agreement Review Committee as recommendations for university-wide approval.

8. Notice of Motion from Professor Craig

The following notice of motion had been submitted to the Executive by Professor Craig (Political Science):

"There shall be a special meeting of Arts Council in September, 1984, after classes resume, to consider the following motions:

1. In addition to the existing two nominations procedures, there shall be provision for nomination-by-petition of candidates for all elected positions on Faculty of Arts Committees. Such petitions shall be directed to the Faculty's Executive Committee, and shall be considered valid nominations if, and only if: (a) signed by the nominee, thereby indicating his/her willingness to stand for election; and (b) endorsed by at least five other faculty members.

2. The number of elected members to Faculty of Arts Salaries and Promotions Committee shall be increased from five to ten.

3. The first staff evaluations to be completed each year by Faculty of Arts Salaries and Promotions Committee shall be those concerning the elected members to that committee.

4. The elected members of Faculty of Arts Salaries and Promotions Committee shall annually make a written report to the Faculty of the proceedings of that committee upon its completing the year's consideration of salary and promotion cases. In writing such a report, said members shall:

   (a) Take all reasonable care to preserve the confidentiality of the deliberations and outcomes of individual cases, and of the part played by specific committee members in the conduct of committee business;

   (b) Endeavor to make clear what, in their judgment, are the standards, measures, and procedures actually employed by the committee in reaching its decisions;

   (c) Offer their judgment as to (i) whether or not teaching at all ranks is treated as roughly equal in importance to scholarship and research, and generally indicate the grounds of that judgment; and (ii) whether evidence other than formal publication is given due regard in assessing scholarship and research activity; (iii) whether the implicit standards for satisfactory performance with respect to "research/creative activity" at each rank are such as can realistically be met by working during the summer recess.

The Chairman indicated that the Executive's role, with respect to these types of recommendations, is to prepare sufficient background information so Arts Faculty Council can deal with policy matters of this nature in an expeditious and intelligent fashion. Therefore, he suggested items 2, 3 and 4 be sent to FSPC, with a request for FSPC's views. This information would be provided to Arts Council along with the personal views of Professor Craig. Regarding item one, the Chairman was uncertain whether the proposal was intended to supersede the current provisions for nominating staff members to stand for election to various committees, or whether this procedure would be in addition to the procedures in effect now. Accordingly, it was moved by Professor Hartnagel, seconded by Professor Blodgett,

> THAT Professor Craig be invited to provide a rationale for proposing items 2, 3 and 4, and
> THAT this information be included with the motions for referral to FSPC for further comment.

Motion carried

In view of the wording of item one, it was moved by Professor Blodgett, seconded by Professor Buse,

> TO table the motion pending further information on its intent.

Motion carried

9. Supplemental Examinations

The following motions have been passed by GFC:

1. That supplemental examinations be abolished beginning with the 1985-86 session.
2. That Faculties, in consultation with Departments, establish criteria whereby undergraduate students may be permitted reexamination; and that these criteria be published after the Vice-President (Academic) is satisfied that they have been formulated appropriately.

On a motion by Professor Buse, seconded by Professor Blodgett, it was agreed to ask the Committee on Academic Standing, to develop a set of criteria for approval by Arts Council and the Vice-President (Academic), to allow a special re-examination in place of supplemental examinations.

10. Agenda for the May 23, 1984 Meeting of Arts Faculty Council

The agenda for the meeting was set as follows:

Presentation of Faculty of Arts Undergraduate Teaching Award.

1. Approval of the agenda.
2. Tributes to Professors G. Hermansen, I. Rudnytsky and L. H. Thomas.
3. Approval of the Minutes of the March 1, 1984 Meeting of Arts Representative Council.
4. Report of the Executive Committee.
5. Recommendations re: Spring Graduands.
6. Report of the McCalla Committee.
7. Recommended Changes to the Faculty Agreement from FSPC.
8. Policy and Procedures Governing Student Representation on Arts Councils.
9. Report from the Curriculum Committee on Course and Calendar Changes.
10. Other business.

11. Adjournment

On a motion by Professor Stambaugh, seconded by Professor Trumpener, the meeting adjourned at 3:30 p.m.

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Chairman

SUGGESTED CHANGES IN WORDING, APPROVED BY FSPC, WITH RESPECT TO PROMOTION PROCEDURES (Article 9: Faculty Agreement)

	Current Wording in the Faculty Agreement	Proposed Wording in the Faculty Agreement
9.05.4	At least two months prior to the meeting of the FSPC, the Department Chairman shall inform the staff member, in writing, of what he or she intends to recommend to the FSPC regarding the promotion of the staff member.	At least three months prior ... in writing, whether he or she intends to initiate approved Faculty promotion procedures on behalf of the eligible staff member.
9.05.5	Where a staff member is eligible for promotion but is not so recommended by the Department Chairman under clause 9.05.4, the staff member may apply to the FSPC to be considered for promotion. Such application shall be sent to the FSPC Chairman, with a copy to the Department Chairman, prior to the specified date for the submission of materials to FSPC (See clause 9.07.2)	When a staff member ... but the Department Chairman decides not to initiate approved Faculty promotion procedures under clause 9.05.4, ...
9.05.6	Upon receipt of the material under clause 9.05.5, the Department Chairman shall decide either to support the application and recommend promotion or to oppose the application at the FSPC hearing and shall so advise the staff member through his or her submission to the FSPC under clause 9.07.2. If the Department Chairman decides to support the application, the case is considered to be a recommendation of the Department Chairman rather than as an application by the staff member.	Upon receipt of the material ... to support the application and to initiate promotion procedures or to oppose the application ... . If the Department Chairman decides to support the application, the case is to be considered as if it were one initiated by the Department Chairman rather than as ... .
9.07.3.1 c.	New clause	When a Department Chairman has collected all the materials required by approved Faculty promotion procedures, he or she will inform the staff member whether promotion will be recommended. Where promotion is not recommended, the staff member shall be advised of the right to appear before FSPC; (See clause 9.07.3.3) or
9.07.3.1 d. (old c.)	Where the Department Chairman is of the opinion that the staff member's academic performance has been grossly deficient and recommends that the case be considered under the provisions of clause 9.06.	

1613

April 30, 1984

TO Arts Faculty Council DATE May 10, 1984

FROM Arts Faculty Executive Committee

RE Policy and Procedures Governing Student Representation on Arts Councils (ref. item 2.1, AFC, 17/5/78)

On October 31, 1983, GFC passed a recommendation presented by the GSA "THAT it be University of Alberta policy, effective immediately, to include on Faculty Councils, student representation (undergraduate and graduate, where appropriate), the exact numbers to be determined by each Faculty Council." A meeting has been held with a representative from the ASA and the GSA representatives in the Faculty, to develop a proposal for Council's approval, to allow graduate students to be elected to Arts Rep. and Arts Full Council. Student representation on Arts Rep. Council is at parity with faculty representation, viz., 1-15 full-time staff members = one rep. on Council, and it is recommended that this practice continue.

It is also recommended that where there is provision for one student rep. to be elected, that rep. will continue to be an undergraduate student; this occurs for six departments. Where there is provision for more than one student to be elected, it is recommended that a maximum of one graduate student be elected; this occurs for 12 departments. Therefore, for the potential 36 student seats on Arts Council, 12 seats are guaranteed for graduate students and 24 seats are guaranteed for undergraduate students.

Notes:

1. Graduate students eligible for election will have full-time registration status in a Master's or Ph.D. program. The status quo will prevail for the eligibility of undergraduate students to stand for election.

2. A student standing for election from a given department must have been nominated by at least two other students from that department for the election to be approved. Graduate students will be the nominating group for their constituency and undergraduate students will be the nominating group for their constituency. Likewise, two ballots will be conducted and graduate students will elect a graduate student, where possible, and undergraduate students will elect undergraduate student rep(s).

3. There will be no change in the existing voting procedures.

4. There will continue to be provision for approval of the departmental student elections by Arts Council (usually in October).

5. There will continue to be provision for a by-election (i) in the event that Council declines to approve a particular election, or (ii) in the event of a vacancy occurring after election and approval have taken place. However, this does not affect the existing regulation that in the event that a department is unsuccessful in electing students in the Fall, then the seat(s) will remain vacant for the year.

6. It is recommended that the new procedures be implemented in time for the 1984-85 election of students to Council.

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